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LETTER

NEWS



February 1991
Vol. 16, No. 3

February 1991

IN THIS ISSUE . . .

Editorial	Page 1
Letters to the Editor	3
President's Report	6
Child Care Report	7
Report from the Contract Chair	8
Report from Grievance (Faculty) Chair	9
OH&S Committee Report	10
Victoria Students	12
Labour News	
- Ken Georgetti	12
- Labour Studies at Capilano	14
- New C-IEA Committee (Non-Regular Faculty)	15
Writing Skills	15
The Gulf War	
- About the War	16
- Metaphor and War	17
- Canadian Foreign Policy: Overt Hypocrisy	21
- Understanding the Middle East	23
Creationism & Public Education in BC in the 1990s	23
College to Establish Press Input	34
C-IEA Watch	34
Summary of CIEA'S Profile for the Nineties: Part One	36

FSA NEWSLETTER

February 1991

From the Editor . . .

As an officer of the FSA Executive over the past eight months, I've become aware of some practices by Management that I've found arbitrary, muddled, even offensive; but one in particular deeply troubles me, troubles me because it chips away at our solidarity as a union, flouts our sense of fair play, and possibly presages a practice that will become more and more common in the '90s.

I'm alluding to some recent--and not so recent I've been informed--recruitment practices. While recruiting some new faculty members, the Administration has found it necessary to entice the candidates by placing them higher on the faculty scale than the contract allows (see 22.6.1). The rationale for this unfair practice, unfair to the majority of us who have had to live within the constraints of the contract when we were hired, is that the College will not be successful in recruiting good candidates in those areas where there is *at present* a shortage. If you *think it sounds reasonable*, think again.

Indeed, all of us want the best candidates to accept employment with us; no one, I'm convinced, wants to see second- or third-rate employees hired. Accepting that as our collective goal, one shared by both the Association and the Administration, are these occasional breaches of the contract (when it comes to hiring) the only way to go? At best this can only be seen as an *ad hoc* measure and one not to be repeated; otherwise, in the face of what we will meet in the '90s, this practice will lead to an all-out confrontation. Let me explain what I mean.

In the '80s, hiring at community colleges was at a standstill, and in some cases layoffs

occurred. In terms of supply and demand, there was too much supply and not enough demand. (In fact, I left BC in 1982 to work in a college in Alberta after reading the writing on the wall which made it clear that it would be the late '80s before BC colleges would once again be hiring.) Well, things are going to be vastly different by the mid-'90s. By then, a mere three to four years away, supply and demand are going to swap places: Demand, wringing its hands in despair, will be desperately hunting for Supply, whereas Supply, rubbing its hands with glee, will be making the best deals possible. And there will be some good ones.

If you think I've cracked my head once too often against the closed steel doors of restraint, perhaps you should pay heed to the following. According to a survey done by EIC (Employment and Immigration Canada), a survey of employment needs between 1987 and 1995, community colleges across Canada will need to hire 11,200 *new* faculty (the number is not a typo), and universities across Canada will need even more professors: 12,800 ("Teachers Becoming Extinct Species," *The Province*, Dec 18). Why? It seems that the coupling effect of projected increases in enrolment and the expected massive retirement of an ageing faculty will lead to such a demand. And all this, *to be sure*, has a direct and far-reaching impact on us.

As you know, we are already in an expansion mode, with Phase One well under way. Some are saying that in certain programs (more than fewer) our enrolment may double. In any case, it will increase at a staggering rate. And what happens if we become UCFV? Consider the hiring that has occurred at

Cariboo, Okanagan, and Malaspina. Will Management, in the desperate and chaotic scramble for workers, promise hard-to-find candidates (and we're now talking about *any* candidates, not just good ones) a higher placement on the pay scale than the contract allows in order to entice them to work here rather than at Kwantlen or Douglas College? Will Management make an unacceptable practice, though occasional, commonplace? And if this happens, will you, after working at the College for years, accept the influx of new workers placed on a step in the pay scale as high—or higher—as the one upon which you will then find your own foot resting? Do you now think confrontation is too strong a word?

Of course there are possible ways to solve this problem, especially before we reach such a volatile situation, and one way will have tremendous importance on negotiations in '92. First, the Administration must find the money to provide us with an unsolicited overall lift (something in the area of 3 to 4%, let's say) to take effect in April of '91, a lift similar to the 3% Kwantlen workers received within their current agreement last year. By doing this, the Administration will signal to the Association a recognition that our salaries are too low, especially in face of the kind of massive recruitment we will be facing within the next few years.

Second, at the bargaining table in '92, the Administration must accept the fact that we

are being reasonable when we ask for an annual raise of, say, 10% across the board. When the hiring crunch comes, as it most certainly will, we will attract good candidates by paying *decent* salaries to *all* FVC workers, and we will also *keep* in check any raiding by headhunters on the excellent faculty and staff now working at the College. What the Administration must realize is that if our salaries are not found in the *top third* of all BC colleges, many of our better colleagues will be unable to refuse the good offers sure to come from elsewhere. If that comes to pass, not only will we be looking to staff new positions, we will also be looking to staff *old* positions at the same time.

My only concern at this point is that we may have already left the implementation of the solution--the rectification of our pay scales--too late. If the recession deepens, we will be back to an increase of 2 to 3%, or less, and with the GST in effect, we may well find ourselves 4 to 5 points behind the inflation rate. Also, we must not forget the Zalm's grinning promise of Wage Controls for the Public Sector. Not an enviable position from which to attract new employees, is it?

As we all know, myopic and tight-fisted planning (can anyone forget retrenchment?) often leads to long-term difficulties. I certainly hope we can find a sensible and *fair* way to avoid the grave problem sure to be confronting us in the next few years.

Allan McNeill

Special thanks go to Marcus Braun, a student in the Graphic Design Programme, who designed our cover. Also, I want to thank Fenella and Kathy who insisted on changing the page format--and did it. Blessed is the editor who is fortunate enough to work with such skilled assistant editors. Write to us, letting us know what you think of our new cover and layout.

Letters to the Editor . . .

The Agassiz-Harrison Teachers' Association (Local 76 of the BCTF) would like to thank you [Bob Smith] for forwarding your *Newsletter* to our Association.

I have had a special interest in reading it since I also teach for FVC in the Community Education program.

We have used portions of your *Newsletter* in the past within our Bulletin. Thanks again!

Peter G. Andres, President,
Agassiz-Harrison Teachers' Association.

There are two new financial type matters about which our members need information. One is the new "Payroll Deduction for RRSP's" plan and the other is the new ability to "buy back" pension for years not previously contributed.

Both of these may or may not be good things to do and there may be all sorts of ramifications, like tax advantages or disadvantages, which the average person doesn't know about.

Could you talk one of our members, who is an accountant or business or financial expert, into looking into these matters and writing them up for the *Newsletter*? Or perhaps someone at C-IEA has already done the work? Certainly, a lot of our members would appreciate it. Thanks.

Betty Harris,
Director, LRC

Dear Betty:

You raise a couple of good points. Since you've been working with Janet Falk and Barry Bompas on payroll deductions for RRSP's, let's look at pay-back pensions first. Apparently, there are two types: past years and prior years. If you wish to purchase years of service to which you have not previously contributed, there is one major catch: the employer must pay its share. According to Barry Bompas, an employee who presently earns, say, \$40,000 a year,

will pay something in the area of \$2,500 for each year to be bought, but so too will the employer. If we're talking about buying three years, the cost to the employer would be \$7,500. What's your guess that the employer would be willing to come up with that kind of money?

Below is what C-IEA has to say about purchasing prior years in order to retire earlier:

From C-IEA's Report, *Profile for the Nineties*:

"Since 1989 the Pension (College) Act has allowed for the purchase of additional pensionable service. This is the mechanism through which plan participants can choose early retirement without a reduction in pension income levels, but must be negotiated into collective agreements. (See the C-IEA draft "model early retirement clause.") The cost of purchasing additional service is determined by the Commissioner of Superannuation, using the assumption that additional service will be cost neutral to the Plan (which means that money contributed by the participant should be enough to cover the additional cost to the Plan of coverage for the employee).

While C-IEA agrees that the Plan should not incur any additional costs as a result of offering this service, we are concerned about the way in which the cost for the employee is presently calculated. When calculating how much will have to be contributed in order that the Plan can cover pension payments, C-IEA believes that the Commissioner of Superannuation is using an unrealistically low interest rate which results in an inflated cost to the employee. At present, the future interest rate assumption used in determining the cost of purchasing additional service is 6.5% as compared to the twenty year average return for the College Pension Fund of 9.2%.

C-IEA RECOMMENDS THAT A MORE REALISTIC INTEREST RATE ASSUMPTION BE USED WHEN CALCULATING THE COST OF PURCHASING ADDITIONAL SERVICE IN ORDER TO LOWER THE COST FOR FACULTY".

As you can see, such a plan must be negotiated into our Contract; as well as the issue about interest rates, the plan must be cost neutral. That means that it will be very, very expensive to buy such years. Individual members may be better off investing in other areas.

Betty, before I knew you were a member of the investigation team working with Barry on this matter, I asked Janet Falk to find out what she could about the RRSP payroll deduction plan; what follows are her findings.

"RRSP payroll deductions give the investor two advantages, namely:

1. Your investments occur evenly throughout the year (in smaller amounts) and thanks to compound interest, will accrue more interest over time than an investment made once a year (at the end of the year).
2. The "tax relief" will occur with each payroll deduction, thus you will not pay tax upfront and then have to file at the end of the year to get a refund. The RRSP deduction taken from your paycheck is offset somewhat by the tax that would otherwise be paid.

Barry Bompas tells me that the investigation of the payroll deduction plan is well underway, with Norah Andrews, Betty Harris and Barry making up the three-member investigation team. Four potential RRSP administrative agents have been interviewed--two insurance companies, and two brokerage firms. All firms offer comparable packages which break down into four general categories of RRSP investments:

1. Short-term guaranteed interest funds (the money market)

2. Long-term guaranteed interest funds (govt. bonds etc.)
3. Low-risk equity funds
4. High-risk, higher return equity funds.

Employees will be able to choose which type of investment they prefer for their RRSP. However, it appears that all potential agents may be willing to consider a variety of "individual" investment strategies also. Personal "portfolio" statements would be issued to employees twice a year, and once the agent has been selected, college-wide information/question sessions will be set up to introduce the plans.

Two important questions need to be answered at these information sessions to know whether payroll plans will be better than ones we could engineer ourselves. What are the fee structures on the various investment options?

How flexible (portable) are these RRSP investments? Can RRSPs be moved from one type of investment to another within the plan? Can the RRSPs be moved out of the plan entirely? For example, to a self-administered RRSP plan?"

Thanks for your concern, Betty; I hope this will be of some help to our members.

Allan McNeill

HOME RENTAL/CARETAKING DURING SUMMER

**Young Professional Childless Couple
(Veterinarian and Pharmacist)
Seeking Temporary Accommodation in the
Abbotsford/Mission Area
MID-JUNE TO MID-AUGUST**

**Please contact Ernie Jerome at Malaspina College
(Vancouver Line: 681-7491 ext. 2538)**

President's Report . . .

Just before Christmas, in a complicated set of court decisions, mandatory retirement was upheld in those provinces which had not already outlawed it. Mandatory retirement is discrimination based on age, but deemed to be reasonable in terms of the greater good. Our college has such a policy. You will not be able to work after age 65, except by permission. The College adheres to some of its policies, others not. One rationale for the mandatory retirement policy, offered by Board members from time to time, is that the old must make way for young. What young? Society is greying and as the boomers complete their working lives, critical labour shortages impend in addition to those we have begun to encounter.

A related development in this mandatory retirement business will redound to our benefit. In these legal proceedings, Douglas College had taken the position that since the Charter of Rights and Freedoms only protects individuals and some groups from *governmental* discrimination and since that college is not the government, Douglas College is shielded against charter suits brought by its employees. The Supreme Court ruled against Douglas College, stating that the college was not independent of government which makes all the appointments to college boards and exerts the dominant voice in budgetary matters and so on. Colleges are not exempt from charter suits and thus the view that your rights and freedoms apply only after your work shift is over is being discredited as the sham it always has been.

And what about that other legal proceeding--the arbitration? Scratch your head, right!

This case is becoming archaeological. It's been years since the dispute occurred and now 13 months since the arbitration panel concluded its hearings. Last December I learned that the panel was reconvening to consider some "more points." Then, the other day, the FSA's legal advisor phoned me to say that the College was applying for a full-scale reopening, which could entail another six months or a year. C'mon. Until a decision is rendered, the College's original action stands. Of course, this is prejudicial to the grievor and contrary to the principle that justice delayed is justice denied. And throughout, the College is simply spending public funds. If the law were reversed to permit the FSA's view to stand until the college disproved it, this matter would have settled in a couple days instead of two and half years ago. And what was our view? Heather Stewart wanted a job competition that was procedurally correct.

In early November 1990, I informed the College Board that the 30% increase in the cost of gas in the months previous simply wasn't fair to those required to travel in service to the College and that employees who volunteer for extra committees and special College projects would conclude that they were subsidizing their work. The situation was an emergency then which hasn't changed and there are emergency funds. I never asked for a change in the Collective Agreement. I simply pointed out the problem. Apparently, the College has seen fit to alter the mileage allowance. The precise terms remain unclear at the moment of writing.

Finally, some employees have disagreed with the College opening for them (but not for students) on 10 January. Presumably, the road conditions are much the same for employees and students. Also, the parking lot, walks, and stairs were covered with sheet ice. Unsafe. During the previous three-day

closure, a fair number of employees looked to some pressing chores where payroll, communications and maintenance were concerned. Snow removal prior to the rains permitted a full opening in due course and prevented structural damage to the main building in Chilliwack.

Bob Smith

Report on Child-Care Services at FVC . .

At Fraser Valley College, the only child-care services at the present time are provided through the Early Childhood Education Program. Thanks to the FSA endorsement of a change in licensing to accommodate full and part-time child care, the ECE Lab has provided child care for the children of faculty, staff and students since Fall 1989.

Other colleges throughout B.C. are facing increased demands for child-care services at campuses, and although the issue hasn't become a focus of major attention at FVC, signs indicate a growing need. The present facility can accommodate 12 children from faculty and staff, and 12 children of students --hardly meeting the need at all.

The present service offered at FVC is somewhat complicated, in that we must deal with three ministries in government. The Ministry of Advanced Education sets the Competency-Based Curriculum which must be taught if the centre is used as an ECE Lab (although no funds are offered to support it!); the Ministry of Health licenses it and certifies the women who will graduate after completion of their training in this facility; and

the Ministry of Social Services & Housing assesses the staff and the program, provides subsidies to qualifying parents, and places children with special needs in the centre.

Approximately 80% of costs are covered through fees, leaving us with a 20% 'opportunity' to raise funds through any college departments, or organization such as the FSA, Student Society, etc. In other provinces fees would only have to cover approximately 20% with direct grants covering the remaining 80%. B.C. fees are already the highest in Canada; salaries, the lowest; and staff turnover is 41% province-side. The Fraser Valley College region salaries bring down the provincial averages. Because the above challenges to the provision of child care at FVC and the continuation of an ECE Teaching Lab will only become more evident in the future, I feel people at FVC need simply to be aware of them. In November, I called a meeting (which was attended by several FSA members whose children are in the centre, several deans, and other interested persons) to discuss the problems we might face in the very near future.

Management Committee has also been very supportive in searching for a solution to the issues. Casey Sheridan has surveyed the students who registered for the Winter Semester at both Abbotsford and Chilliwack. When the results of this survey have been compiled, we may have a more accurate indication of need and interest, depending on the number of responses.

Again, I wish to thank the FSA for supporting the existing centre in direct and

indirect ways during the past year. I welcome any comments, advice, or discussion on this subject. I'd be willing to share information on how other colleges are presently coping with similar problems through FSA and Student Society involvement. Please let me know if you would like to attend the next information/advisory meeting on this subject.

Linda Matwichuk
Program Head, ECE

From the Contract Chair . . .

Negotiations have now been completed and the package approved by the FSA Executive concerning the salary scale and holiday entitlement for the Faculty Assistants. A five-step salary scale was agreed, which provides lab assistants and the theatre design technician, with a maximum current salary of \$35,660 per annum, which is the average top step salary for lab assistants at other B.C. colleges with comparable duties. The salary settlement is retroactive to the beginning of our current contract, and the seven percent April increase also applies for Faculty Assistants. Holiday entitlement is improved for the Faculty Assistants, at 30 days per year. Non-discretionary professional development time of 10 days per year is also part of the package. For the lab assistants, the holiday and professional development components compare favourably with that provided by other colleges. The workload of lab assistants remains at ten sections per year.

The final item left over from last year's contract settlement concerns faculty

evaluation and in-class observation components of the collective agreement. Two members of the FSA working group, Perla Werk and myself, will be attending a conference on the subject of faculty evaluation in early March, the cost of which is shared by both the Association and the College. It is my hope that from this conference we can learn some new approaches to this difficult subject that we might bring back to the membership for consideration before the AGM in May.

On the labour front, nobody should be overly concerned by recent noise from Victoria about restraint, presuming this to have placed our second-year contract settlement in peril. Our April increase is regarded as a "catch-up" from the earlier restraint. Even with the increase, we will barely match current salaries in the system. The issue for our college will be recruitment, and to do this competitively requires even higher salary levels than we have agreed to for the coming year.

It will be interesting to watch the numbers that flow from Douglas and Kwantlen which are both now entering negotiations for an April 1991 contract start date. In the case of Douglas, they have no doubt taken note that the New Westminster School District just settled for a seven and seven contract over two years. My guess is that anything less than that for the Douglas faculty will be met with considerable resistance. Seven percent would bring the top faculty salary at Douglas to \$59,920.

The Bargaining Coordination Review Committee of C-IEA has been meeting to formulate strategies and will meet again in February as bargaining at the other colleges moves into full swing. The wisdom provided by the Fraser Valley College representative at these meetings is always notable.

As an additional project, Ed Lavalle (President, C-IEA), John Wilson (Capilano) and I, with the assistance of an insurance broker, have been working toward developing a group benefit package for the College system, including LTD coverage and other benefits. It is our view that we might be able to coordinate a better package simply by virtue of volume purchasing. Our management, including Barry Bompas, Norah Andrews and Peter Jones, have all offered their encouragement and support in the formative stages of this endeavour. However, the success of this venture depends upon the cooperation of other colleges, and for some, this may take some time to secure. You will be advised as this develops.

Ian McAskill

Report from Grievance Chair (Faculty) . . .

Over the last two months, there has been two major grievances--one involving placement on the faculty scale; the other, the Dean's interpretation of a non-science programme as a science programme. Both are tentatively solved at the informal stage.

The first grievance happened in the summer and we were not involved until November. A faculty member was placed on the "R" scale without the appropriate qualifications. The message from Management was that no faculty member was on the "P" scale--only the "R" scale. After some investigation this was confirmed. I felt that the next step

belonged to the Agreements Committee--removal of the "P" faculty scale as it was no longer applicable. This question of placement is important to our well-being as faculty members and is important to clear up if we become a degree-granting institution.

The second grievance affects 90% of faculty who teach non-science courses. The Fashion Design programme has, by the Dean's definition, become a science course using the terms "lecture-lab programme." It is clearly not a science course. The problem seems to stem from the fact that the term "lecture-lab" is the 'in thing' for course description. The

faculty member involved was given a pay-out for hours worked beyond his/her contract. It is essential as we write our course outlines for non-science courses not to use the term "lecture-lab" when we really mean "lecture-seminar." This grievance I have put forth in the agenda of the Agreements Committee because of the pay-out, but it still leaves the question of science and/or non-science courses. When doing course outlines, do not fall into the trap and use the 'in term'--lecture-lab for non-science course--because management will then use the science formula for interpreting instruction time.

Shop stewards now have their own Newsletter, too, which hopefully will develop more of a dialogue between stewards and their members. The stewards are presently working on certain articles of the Collective

Agreement in preparation for our February workshop.

It is important to recognize the importance of Area Shop Stewards. They work hard behind the scenes and their work too often goes unrecognized. Without them the Union does not work. My thanks to them.

One problem I have as Faculty Grievance Chair is how to communicate with all faculty. I am based in Mission and I believe this is a problem. Should I establish specific posted hours in Chilliwack/Abbotsford to better spend my time? Please send me ideas as to ways I may best serve faculty members, or phone me at the Mission campus. You may also reach me at home in the evening or weekends (my phone number is 794-7335).

Perla Werk

OH&S Committee Report . . .

The OH&S Committee has reconvened since the lengthy Christmas break and its members now are Barry Bompas and Jill Vike representing management; Leslie Wood, Alan Stokes, Marilyn Fairclough, Kartar Thandi and Vern Wright, representing the FSA.

Currently being attended to are the following items.

1. Terms of Reference: With new members on the Committee we had to take extra time for them to look over the draft Terms of Reference. They will be finalized at our next meeting.

2. Earthquake Procedures: A draft document was presented at the meeting; we will be discussing it at the February meeting after which it will be available for members to peruse. We are looking into holding an earthquake drill as well. My files on the materials I have gathered with regard to earthquakes are now in the FSA office for your perusal.

3. College Chemical Waste Disposal Day: The OH&S Committee has decided that it would be more efficient to dispose of all our chemical wastes at the same time this year. To that end, we have obtained information

from the Ministry of the Environment people regarding cost and transportation requirements, and will be ready to go ahead as soon as we get lists from each college area as to their disposal needs. Forms have been sent to the senior administrators for distribution within their divisions and should be returned by January 25.

4. WHMIS Training: WHMIS training started the week of January 14 with overview sessions, but don't worry if you did not attend those. They will be followed by individualized training for specific areas within the College, and times will be arranged in advance so that everyone in the area can attend.

* **5. Fitness programs:** As a result of interest shown in two of the last *OH&S Newsletter*

articles--the Take Heart Program and Fitness classes--the OH&S Committee has decided to sponsor both of these activities. We will be purchasing the Take Heart Program manual with a view to using it at the College. Barry is also looking into making after-work aerobic classes available to College employees; however, since we don't have a gym or even a suitable room for exercise, that will have to be held off-campus.

6. CPR Training: It was thought that it might be useful to have a few people throughout the College, other than the First Aid attendants, trained in CPR. We are looking into putting on a 4-hour PD class in basic CPR for interested employees. Let us know if you are interested.

Leslie Wood

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*          QUOTE OF THE MONTH . . .
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*    "You can't control what ex-wives say."
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*    Grant Fuhr, Newly-reinstated NHL goaltender
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Victoria students' high grades call for scrutiny . . .

University of Victoria students are getting some of the highest marks in Canada and a university official says he thinks some scrutiny is required. The university's grades are not grossly inflated, said Prof. Reg Mitchell, head of the university senate's academic standards committee.

"But I am saying to the university we are close to the top in many areas," said Mitchell who compared marks from eight universities across Canada. "I suspect in some area, we're marking more easily than we should," he said.

Mitchell said he would be happier to see Victoria students scoring marks "in the middle of everything." Data show that 48% of Victoria music students got first-class marks, while only 14% did at the University of Toronto. In nursing, 55% of Victoria

students got first-class marks, compared with a low 23% at the University of Manitoba.

"One can have too many students getting too high a grade. That's as bad for the university as anything else—I'm not trying to tar the whole university; some areas need to look at themselves carefully."

Asked if he was concerned Victoria would get a reputation for giving easy grades, Mitchell said: "I don't think we have that and I certainly wouldn't like to see that develop."

University president David Strong played down the survey results. "It tells me there are more A grades--that's all it tells me," he said. "This might be a year of particularly bright students."

THE VANCOUVER SUN
January 14, 1991. A10

Labour News . . .

Settlement of land claims necessary for the sake of all British Columbians

More than six months ago, Premier Vander Zalm announced that his government--finally --would enter into three-way negotiations on Native land claims with B.C.'s Aboriginal peoples and the federal government. After stonewalling for years on recognition of the legitimacy of aboriginal claims, Vander Zalm did a complete flipflop--just before he was going to call a provincial election.

What he gave with the one hand, though, he took away with the other. He declared that at no time would he accept the notion of aboriginal title. That's like MacMillan-Bloedel saying to the IWA-Canada, "We'll sit down and negotiate with you because we're good guys, but there is absolutely no legal requirement for us to do so." What is left unsaid is "...and we'll pull out of the talks whenever we feel like it".

This ridiculous attitude by our government toward Native peoples' legal claims is creating havoc with B.C.'s economy and bringing uncertainty to working families all over the province. Investors in natural resource industries are reluctant to make long-term commitments because they don't know who will eventually be the landowner in specific projects. Land use issues, environmental concerns and community and economic development are all made more complex and frustrating because Native Land claims have not been settled.

The Social Credit government has made negative, inflammatory statements about Aboriginal Title to scare working people in this province. This had been a tactic that has been used before to try and avoid the issue--but the issue will not go away.

The plain fact is that B.C.'s Indians have a good case for claiming title to certain areas within B.C. Recent Supreme Court decisions have clearly established that there is a legal aboriginal interest in B.C.'s resources, that there is a legal basis for the First Nations to claim traditional lands. Working women and men and resource-based communities should not have to face the risk of arbitrary, Court-imposed "solutions." Negotiation now is the only fair and sensible course.

Over and over again, Indian leaders have reassured non-Native British Columbians that our property, our jobs and our standard of living would be unchanged when their rights are finally recognized.

We in the labour movement recognize and support aboriginal interests. For over 30 years we've been on record as doing so. We're not sitting back waiting for the Mulroney and Vander Zalm governments to

catch up. This issue is at the forefront of our agenda.

We've set up regular communication and we're building coalitions with the Native community.

We've met with the Premier and his Cabinet to put our position on record. We've demanded an immediate start to the negotiations and we've said that we want to be consulted and involved in the process. Working people in B.C. have the right to see both the federal and provincial governments address this issue squarely, and we intend to keep pushing for action to end the uncertainties.

Our commitment to the resolution of this issue is genuine and forthright. Premier Vander Zalm's commitment, on the other hand, lasted only until the window of opportunity for a fall election slammed down on him. No longer can we afford to delay on the settlement of land claims. Nor can we afford to leave it up to the Courts to decide this issue--a "winner take all" strategy devised by lawyers is very risky.

We are pleased that Mike Harcourt and the New Democrats are on record as saying that a government led by them will work with the federal government and Native peoples to negotiate and settle aboriginal interest. They know that the easy majority of British Columbians want the matter resolved--quickly and fairly. The New Democrats will ensure B.C.'s economic stability and development by recognizing the Native peoples' just rights. We in the labour movement look forward to that day in the very near future.

Ken Georgetti
President, B.C. Federation of Labour

Labour Studies . . .

The Labour Studies Programme at Capilano College is putting on the following courses this Spring:

BC Labour Law (Introductory)

Advanced Arbitration: Evidence and Advocacy

Advanced Issues in Labour Law

**Bill 79: the Public Sector Collective Bargaining
Disclosure Act**

Media Law for Unions and Journalists

Changes in Unemployment Insurance

Workers' Compensation Act & the W.C.B

Workers' Compensation Appeals - Intermediate Level

**Communication: Public Speaking & Parliamentary
Procedures**

**The Write Stuff: Basic Writing Skills for the
Trade Unionist who is Terrified of Writing**

Pension Plans

Health & Welfare/Benefit Plans

**Aboriginal Title: Impact on Working People &
the Labour Movement**

Labour and the Environment

If you are interested in learning more about any of these courses, please contact either the FSA Office or the Capilano College Labour Studies Programme Coordinator (984-4954). The FSA will sponsor anyone who is willing to enrol in any of these courses.

The Committee on the Status of Non-Regular Faculty

CIEA has a new standing committee in place and volunteers are called for to represent the FSA at the first meeting:

FRIDAY, FEBRUARY 22, 1991
19:30 - 22:00 hours
and
SATURDAY, FEBRUARY 23, 1991
9:30 - 16:30 hours

C-IEA BOARDROOM, VANCOUVER

The FSA covers expenses for attendance at the meetings and would be pleased to hear from any interested part-time faculty member.

The Policy Statement is as follows:

"The Committee on the Status of Non-regular Faculty works to promote better and more consistent representation of the interests of those members of C-IEA locals who are involuntarily deprived of job security, salary or benefits normally accorded faculty within their respective locals."

B6 The Vancouver Sun, Friday, January 4, 1991 ★★ ★

38% lack writing skills, literacy survey shows

By **BRUCE WARD**
Ottawa Citizen

OTTAWA — More than a third of Canadians lack the writing skills to draft a letter requesting appliance repairs, a major literacy survey shows.

The writing skills survey — the final part of a major \$2-million Statistics Canada study on literacy — found that 38 per cent of Canadians aged 16 to 69 (or about 6.8 million people) were unable to write a letter to a company regarding repairs to an appliance still under warranty.

It also shows that one in eight adults (or 1.9 million) could not write a simple note instructing a household member to turn on an oven to a specific temperature at a certain time.

The study, conducted in October

1989 for the National Literacy Secretariat, tested 9,500 Canadians on their reading, writing and numeracy skills.

Its findings underpin a groundbreaking survey on adult literacy done by Southam News in 1987. The Southam survey found that one in four adult Canadians is functionally illiterate, including about one million people who cannot read and write at all.

"The writing skills portion was consistent with the findings of the other two parts," said Dick Nolan, director-general of the secretariat, a federal coordinating agency set up in 1988.

"But it was more difficult to come with tasks for the writing skills that would provide consistent findings from coast to coast."

Nolan said the survey recognizes that while writing may not be an everyday activity for many Canadians, the tasks chosen do reflect typical situations in which writing skills are necessary.

Only information content was considered in the scoring, Nolan said, rather than spelling, grammar or style.

The 62 per cent who were able to write the letter to the manufacturer includes 15 per cent who omitted some of the information asked for in the task.

Peter Larson, a human resources specialist with the Conference Board of Canada, said the survey underlines "a very large problem in the workplace."

Distributed by Southam News

The Gulf . . .

About the War

I wrote most of my editorial before the American-led forces attacked Iraq, but since then my free time has been taken up by this war, and I feel I need to extend my editorial prerogative. Although I watched with consternation as the January 15 deadline approached, I naively continued to hope (no doubt like many of you) that a last-minute peace settlement would be achieved. When that failed, and glowing tracers, metallic scud and cruise missiles, and black gas masks filled my consciousness, and became the stuff of my nightmares, I knew that I could no longer remain on the sidelines, comfortably believing that the war going on half way around the world had nothing to do with me or my life at Fraser Valley College. Yet I am haunted by this question: What can be done?

I am not a pacifist (I can imagine situations in which force might be necessary), but I do not believe that war was (or is) the solution to Iraq's invasion and annexation of Kuwait. I do not support Saddam Hussein, nor the brutal actions of his troops in Kuwait; neither, though, do I accept any of the so-called rational arguments used to buttress the American propaganda--and our own--being tailored to justify the war. I find it impossible to believe this propaganda, especially after reading everything I could get my hands on about the war and the Middle East, after discussing this with many of my colleagues and friends, after listening to the speeches made on the steps of the Vancouver Art Gallery before more than ten thousand demonstrators on January 23, and after attending a conference and teach-in held at

Langara Campus on February 3. But what can be done?

Now that we are at war, the argument goes, shouldn't we support our government, right or wrong? No, no, no. Although we should support our troops (and what better way than to get them the hell out of the Gulf), it does not follow that we must support our foreign policy in this matter if we, in good conscience, believe it to be wrong. To me, this is the cornerstone of democracy. It is at times like these, when a genuine crisis is upon us, that we can tell just how healthy and strong our democracy is. But what can be done?

Here is something we can do. A number of us at the College (like groups at numerous colleges and universities throughout North America) are forming a peace group, a loosely knit network of concerned people who believe that the war is wrong and that there are numerous questions that have yet to be asked--and answered--about our involvement in the war. To that purpose, and to get the process of involvement started, I have included excerpts from George Lakoff's article entitled "War and Metaphor" and an article entitled "Canadian Foreign Policy: Overt Hypocrisy" submitted by Ron Dart who teaches at the College and who is also Pacific Regional Director of Amnesty International.

Furthermore, there will be on February 27 an important open forum on the Middle East. Scott Fast is organizing this event--"Understanding the Middle East"--and

particulars are to be found on Page 22 of this issue.

I want to finish by addressing the enormous moral decision that each of us has to make about Canada's involvement in the Gulf War. This decision can only be made by each of us, individually, at those moments when we are alone with our consciences. Each of us has to make this decision, knowing full well what the consequences will be. If, for example, you support the war, support the policies that have us resorting to bombs and bullets, then you must accept moral

responsibility (after all the Canadian government is supposedly acting on your wishes in the Middle East) for the deaths of thousands of innocent children, women, and men. Even though I disagree with your position, I know that you have taken a stand, and have shown more moral conviction than the too many Canadians who believe that, though the war is regrettable, they carry no responsibility one way or the other. But by doing so they have failed to uphold their much vaunted democratic principles and concomitant responsibilities.

It is time to declare where you stand.

Allan McNeill

Metaphor and War

The following excerpts are from "Metaphor and War" by George Lakoff, Professor of Linguistics, University of California at Berkeley. The article was transmitted on the Net prior to the January 15th deadline, and if you are interested, I have xeroxed copies. Thanks go to Paul Herman who first showed me this article.

Is Saddam Irrational?

The villain in the Fairy Tale of the Just War may be cunning, but he cannot be rational. You just do not reason with a demon, nor do you enter into negotiations with him. The logic of the metaphor demands that Saddam be irrational. But is he? Administration policy is confused on the issue. Clausewitz's metaphor, as used by strategists, assumes that the enemy is rational: he too is maximizing gains and minimizing costs. Our strategy from the outset has been in "increase the cost" to Saddam. That assumes he is rational and is maximizing his self-interest.

At the same time, he is being called irrational. The nuclear weapons argument depends on it. If he is rational, he should follow the logic of deterrence. We have thousands of hydrogen bombs in warheads. Israel is estimated to have between 100 and 200 deliverable atomic bombs. It would take Saddam at least eight months and possibly five years before he had a crude, untested atomic bomb on a truck. The most popular estimate for even a few deliverable nuclear warheads is ten years. The argument that he would not be deterred by our nuclear arsenal and by Israel's assumes irrationality.

The Hitler analogy also assumes that Saddam is a villainous madman. The analogy presupposes a Hitler myth, in which Hitler too was an irrational demon, rather than a rational self-serving brutal politician. In the myth, Munich was a mistake and Hitler could have stopped early on had England entered the war then. Military historians disagree as to whether the myth is true. Be that as it may, the analogy does not hold. Whether or not Saddam is Hitler, Iraq isn't Germany. It has 17 million people, not 70 million. It is economically weak, not strong. It simply is not a threat to the world.

Saddam is certainly immoral, ruthless, and brutal, but there is no evidence that he is anything but rational. Everything he has done, from assassinating political opponents, to using poison gas against his political enemies, the Kurds, to invading Kuwait can be seen as furthering his own self-interest.

Kuwait as Victim

The classical victim is innocent. To the Iraqis, Kuwait was anything but an innocent ingenue. The war with Iran virtually bankrupted Iraq. Iraq saw itself as having fought that war partly for the benefit of Kuwait and Saudi Arabia, where Shiite citizens supported Khomeini's Islamic Revolution. Kuwait had agreed to help finance the war, but after the war, the Kuwaitis insisted on repayment of the "loan." Kuwaitis had invested hundreds of billions in Europe, America and Japan, but would not invest in Iraq after the war to help it rebuild. On the contrary, it began what amounted to economic warfare against Iraq by overproducing its oil quota to hold oil prices down.

In addition, Kuwait had drilled laterally into Iraqi territory in the Rumailah oil field and

had extracted oil from Iraqi territory. Kuwait further took advantage of Iraq by buying its currency, but only at extremely low exchange rates. Subsequently, wealthy Kuwaitis used that Iraqi currency on trips to Iraq, where they bought Iraqi goods at bargain rates. Among the things they bought most flamboyantly were liquor and prostitutes--widows and orphans of men killed in the war, who because of the state of the economy had no other means of support. All this did not endear Kuwaitis to Iraqis, who were suffering from over 70% inflation.

Moreover, Kuwaitis had long been resented for good reason by Iraqis and moslems from other nations. Capital rich, but labour poor, Kuwait imported cheap labour from other moslem countries to do its least pleasant work. At the time of the invasion, there were 400,000 Kuwaiti citizens and 2.2 million foreign labourers who were denied rights of citizenry and treated by Kuwaitis as lesser beings. In short, to the Iraqis and to labour-exporting Arab countries, Kuwait is badly miscast as a purely innocent victim.

What is Victory?

In a fairy tale or a game, victory is well-defined. Once it is achieved, the story or game is over. Neither is the case in the gulf crisis. History continues, and "victory" makes sense only in terms of continuing history.

The president's stated objectives are total Iraqi withdrawal and restoration of the Kuwaiti monarchy. But no one believes the matter will end there since Saddam would still be in power with all of his forces intact. General Powell said in his Senate testimony that if Saddam withdrew, the US would have to "strengthen the indigenous countries of the

region" to achieve a balance of power. Presumably that means arming Assad, who is every bit as dangerous as Saddam. Would arming another villain count as victory?

If we go to war, what will constitute "victory"? Suppose we conquer Iraq, wiping out its military capability. How would Iraq be governed? No puppet government that we set up could govern effectively since it would be hated by the entire populace. Since Saddam has wiped out all opposition, the only remaining effective government for the country would be his Ba'ath party. Would it count as a victory if Saddam's friends would up in power? If not, what other choice is there? And if Iraq has no remaining military force, how could it defend itself against Syria and Iran? It would certainly not be a "victory" for us if either of them took over Iraq. If Syria did, then Assad's Arab nationalism would become a threat. If Iran did, then Islamic fundamentalism would become even more powerful and threatening.

It would seem that the closest thing to a "victory" for the US in case of war would be to drive the Iraqis out of Kuwait; destroy just enough of Iraq's military to leave it capable of defending itself against Syria and Iran; somehow get Saddam out of power, but let his Ba'ath party remain in control of a country just strong enough to defend itself, but not strong enough to be a threat; and keep the price of oil at a reasonably low level.

The problem is: it is not obvious that we could get Saddam out of power without wiping out most of Iraq's military capability. We would have invaded an Arab country, which would create vast hatred for us throughout the Arab world, and would no doubt result in decades of increased terrorism

and lack of cooperation by Arab states. We would, by defeating an Arab nationalist state, strengthen Islamic fundamentalism. Iraq would remain a cruel dictatorship run by cronies of Saddam. By reinstating the government of Kuwait, we would inflame the hatred of the poor toward the rich throughout the Arab world, and thus increase instability. And the price of oil would go through the roof. Even the closest thing to a victory doesn't look very victorious.

In the debate over whether to go to war, very little time has been spent clarifying what a victory would be. And if "victory" cannot be defined, neither can "worthwhile sacrifice."

The Arab Viewpoint

The metaphors used to conceptualize the gulf crisis hide the most powerful political ideas in the Arab world: Arab nationalism and Islamic fundamentalism. The first seeks to form a racially-based all-Arab nation, the second, a theocratic all-Islamic state. Though bitterly opposed to one another, they share a great deal. Both are conceptualized in family terms, an Arab brotherhood and an Islamic brotherhood. Both see brotherhoods as more legitimate than existing states. Both are at odds with the state-as-person metaphor, which sees currently existing states as distinct entities with a right to exist in perpetuity.

Also hidden by our metaphors is perhaps the most important daily concerns throughout the Arab world: Arab dignity. Both political movements are seen as ways to achieve dignity through unity. The current national boundaries are widely perceived as working against Arab dignity in two ways: one internal and one external.

The internal issue is the division between rich

and poor in the Arab world. Poor Arabs see rich Arabs as rich by accident, by where the British happened to draw the lines that created the contemporary nations of the Middle East. To see Arabs metaphorically as one big family is to suggest that oil wealth should belong to all Arabs. To many Arabs, the national boundaries drawn by colonial powers are illegitimate, violating the conception of Arabs as a single "brotherhood" and impoverishing millions.

To those impoverished millions, the positive side of Saddam's invasion of Kuwait was that it challenged national borders and brought to the fore the divisions between rich and poor that result from those lines in the sand. If there is to be peace in the region, these divisions must be addressed, say, by having rich Arab countries make extensive investments in development that will help poor Arabs. As long as the huge gulf between rich and poor exists in the Arab world, a large number of poor Arabs will continue to see one of the superstate solutions, either Arab nationalism or Islamic fundamentalism, as being in their self-interest, and the region will continue to be unstable.

The external issue is the weakness. The current national boundaries keep Arab nations squabbling among themselves and therefore weak relatives to Western nations. To unity advocates, what we call "stability" means continued weakness.

Weakness is a major theme in the Arab world, and is often conceptualized in sexual terms, even more than in the West. American officials, in speaking of the "rape" of Kuwait, are conceptualizing a weak, defenceless country as female and a strong militarily powerful country as male.

Similarly, it is common for Arabs to conceptualize the colonization and subsequent domination of the Arab world by the West, especially the U.S., as emasculation.

An Arab proverb that is reported to be popular in Iraq these days is that "It is better to be a cock for a day than a chicken for a year." The message is clear: It is better to be male, that is, strong and dominant for a short period of time than to be female, that is, weak and defenceless for a long time. Much of the support for Saddam among Arabs is due to the fact that he is seen as standing up to the U.S., even if only for a while, and that there is dignity in this. If upholding dignity is an essential part of what defines Saddam's "rational self-interest," it is vitally important for our government to know this, since he may be willing to go to war to "be a cock for a day."

The U.S. does not have anything like a proper understanding of the issue of Arab dignity. Take the question of whether Iraq will come out of this with part of the Rumailah oil fields and two islands giving it a port on the gulf. From Iraq's point of view these are seen as economic necessities if Iraq is to rebuild. President Bush has spoken of this as "rewarding aggression", using the Third-World Countries-As-Children metaphor, where the great powers are grown-ups who have the obligation to reward or punish children so as to make them behave properly. This is exactly the attitude that grates on Arab who want to be treated with dignity. Instead of seeing Iraq as a sovereign nation that has taken military action for economic purposes, the president treats Iraq as if it were a child gone bad, who has become the neighbourhood bully and should be properly disciplined by the grown-ups.

The issue of the Rumailah oil fields and the two islands has alternatively been discussed in the media in terms of "saving face." Saving

face is a very different concept than upholding Arab dignity and insisting on being treated as an equal, not an inferior.

Canadian Foreign Policy: Overt Hypocrisy

The invasion of Kuwait by Iraq has, rightly, aroused a flurry of indignant protests. One of the predominant themes in twentieth century politics has been toward decolonization and the elevation of human rights to an, almost, sacred position. Iraq violated the highest sentiments of this age, and they are feeling the concentrated wrath of international opinions.

Canada has played its expected trump card in joining the international community in its condemnation of Iraq, and it should be applauded for doing so, although we might question the way it has done this. But this is a debate for another time. Canada has been critical of Iraq, on a rhetorical level at least, because Iraq has violated countless human rights and made a colony out of Kuwait. How genuine and consistent is this concern?


When Indonesia invaded East Timor in 1975, Canada said virtually nothing about the invasion. At least 250,000 of the 700,000 East Timorese were butchered and hacked to death. At the time of the assault, Canada was the largest investor in the world in Indonesia. What about decolonization and human rights in this situation? Indonesia continues to be one of the top recipients of CIDA (Canadian International Development Agency) funding, even though our development funding is supposed to be tied to human rights.





China raises another image for us of Canada's hypocritical foreign policy. We can still vividly remember June, 1989, when hundreds of prodemocracy students were gunned down in the street. Canada was quick to condemn the bloodshed, but the momentary rhetoric concealed a more ominous reality. China invaded Tibet 1950, and since then 1.2 million Tibetans have been killed. One hundred thousand have been forced to live in exile with the Dalai Lama, Tibetan women have been subject to mandatory sterilization and forced abortions, and the number of Chinese in Tibet presently outnumbers Tibetans. These facts merely touch the surface of a genocidal program. And Canada--what has Canada said and done about this carnage? Canada has actively formed a warm friendship with China on all sorts of trade and energy projects that have benefited the Canadian economy but led to the dislocation of thousands of Chinese. The Sanmenxia Dam on the Yellow River Basin, the Laoying Reservoir and the Three Gorges Dam are just a few of the lucrative projects Canada has had and continues to have with China. When the Dalai Lama, the winner of the Nobel Peace Prize in 1989, visited Canada a few weeks ago, he was given a frigid welcome. China, like Indonesia, is a flagrant violator of human rights, a brutal colonial power, but like Indonesia, China continues to be one of our top recipients of CIDA aid.

Bangladesh raises another troubling question for Canadians. Bangladesh, the largest recipient of CIDA aid, is presently engaged in one of the most active and brutal genocides in the world. The Bengali army has wrecked havoc on the people of the Chittagong Hill nations. Amnesty International has reported the scenes in graphic and gruesome detail. The tortured bodies of Chakma, Mro, Marma, and Tripura people lie exposed and broken for those who dare to see. The Chittagong areas have land, hydroelectrical potential, oil and natural gas. More than 100,000 Chakmas were dislocated when the Kaptai Dam was built, yet Canada continues to offer millions each year to Bangladesh (\$214.58 million--1986-87) even though the Bangladesh government is actively engaged in colonization and brutal human rights violations.

Indonesia-East Timor, China-Tibet, and Bangladesh-Chittagong Hills are just a few examples of overt hypocrisy in Canadian foreign policy. We should condemn the Iraqi invasion of Kuwait, but if we are going to be consistent, we must also speak out clearly when nations we favour are just as imperialistic as Iraq. If we don't (why have we done so much about the Iraq-Kuwait issue, but said so little about the treatment of the Kurdish people by Iraq-Iran-Turkey?), the Iraq-Kuwait rhetoric appears in its true light--mere rhetoric to obscure national security interests and crypto-imperialism.

Ron Dart,
FVC Instructor and Pacific Regional Director
of Amnesty International



"We  not  erate Saddam Hussein for his actions. We will Mobilize to meet this threat to our vital interests in the Persian  until an  ble solution is reached."

From People's Daily World, published in New York City.

Understanding the Middle East

Wednesday, February 27, 1991
Fraser Valley College, Abbotsford Campus, Lecture Theatre

- | | |
|------|---|
| 2:00 | "History of Western Influence in the Middle East."
Dr. John Spagnolo, Dept. of History,
Simon Fraser University |
| 4:00 | "Amnesty International & The Middle East."
Ron Dart, Department of Political Science,
Fraser Valley College, and Pacific Director of
Amnesty International |
| 6:00 | "The Middle East as an Islamic Society."
Emile Nucho, Canadian Arab
Anti-Discrimination Committee |
| 8:00 | "The Several Conflicts in the Middle East."
Dr. Adel Safty,
University of British Columbia |

ALL SESSIONS ARE OPEN TO THE PUBLIC AND FREE OF CHARGE

Creationism and Public Education in B.C. in the 1990s . . .

Introduction

During recent (November, 1990) school board elections in the Fraser Valley municipality of Matsqui, each of the all-candidates forums was punctuated with questions about Abbotsford School District Policy 15.5, a policy requiring the teaching of *creationist* views on the origins of life. This brief paper attempts to put into a sociological perspective the issue of

creationism, and the later social and political context of the issue--an understanding of which is essential for comprehending changes in education in British Columbia. Many of these changes are described in several publications associated with a 1987 commission on education in B.C. (see Calam and Fleming 1988, Marx and Grieve 1988, Sullivan 1988). But these in turn are

manifestations of earlier attempts in the United States to reduce the role of public education.

Changes in Education in the USA in the 1980s

In his article "From Equity to Excellence", University of Maryland sociologist F. Pincus characterizes the United States in the 1980s as the "decade of conservative restoration," with assaults on the education reforms of the 1960s and 1970s. The assaults come from two conservative groups--what Pincus (1985: 330) calls (1) the New Right conservatives, and (2) the centrist conservatives. It is the agenda of the former group that best seems to explain changes in education in British Columbia.

Pincus (1985: 330) describes the New Right conservatives in the following terms:

"The New Right conservatives, led by the Heritage Foundation ⁽¹⁾ and a small but well-organized group of fundamentalist ministers and political ideologues, called for a return to states' rights in education and increased competition between public and private schools."

The essential problems of education according to the New Right agenda are as follows, according to Pincus' article:

1. overcentralized decision-making
2. monopolization of schools by teachers' unions, educational associations, and federal bureaucrats
3. catering by schools to minorities
4. secular humanism (which teaches a set of values in opposition to what the New Right considers traditional family values)

To rectify the above perceived problems, the New Right agenda argues for increased power of local parents' groups, which would work with local educators and local elected officials. According to Pincus (1985: 332), "The main goal of the New Right is to decentralize education in order to create more diversity and return control to the parents." Accomplishing this requires, according to Pincus' reading of the situation, elimination of state control of education, with a transfer to local levels, and tuition tax credits, which could be applied to either public or private schools. This in turn would result in increased attendance at private and parochial schools. As an interim step, Pincus (1985: 332) notes that the New Right agenda calls for block grants to replace categorical grants. All of these seem to be consistent with changes in B.C. It further calls for government withdrawal from curriculum development projects, "especially those involved with 'values education'".

But Pincus (1985: 332) notes that the attack does not stop there:

"The New Right religious fundamentalists are promoting a constitutional amendment to permit prayer in the public schools. They also favour teaching of 'scientific creationism.' In addition, they have been active in trying to remove what they believe to be dirty, anti-family, anti-American books from the shelves of school classrooms and libraries. Finally, the fundamentalists have attacked the cultural relativity approach to values, education and any approach to sex education."

In a review of the litigation and political activism associated with the separation of state and religion in U.S. education, McCarthy (1985: 308-309) points to the

increasing pressure on schools to eliminate curriculum materials perceived as offensive to religious interest. A recent--and local-focus of these attempts has been the "Impressions" series, a reading series geared towards primary and elementary grades, and published by a major American publishing company. An article in local circulation (Mendenhall 1990) sets out what is supposedly wrong with the series, and suggests strategies for removing it. (A separate article will be written on this issue.) Nelkin (1982 57-70) has described the power of U.S.-based textbook watchers, although the connections to those involved in the anti-Impressions campaign are not as yet clear.

Pincus (1985) characterizes the centrist approach as having many of the same thrusts

as the New Right, with an increased emphasis on cooperation between business and education (Pincus 1985: 336), including encouraging the exchange of teaching and industry personnel. Where the centrists and the New Right seem to differ is about the support of private schools and the role of unions. Pincus (1985: 338) notes some disagreement about whether or not private schools should be publicly funded, and the influence of teachers' unions. However, Pincus (1985: 339) also notes that whatever the disagreement on details, both groups support an expanded role for private schools.

The following chart indicates some of the points of agreement and disagreement between the two groups (from Pincus 1985: passim):

	New Right	Centrist
federal government involvement	no role	social role
private schools	support	limited support
public schools	opposed	permanent role

Both groups oppose what is known as a 'cultural relativist' approach to values education. Embodied in this approach is an understanding of different cultural values. Pincus' (1985) article compares both groups: New Right: "wants to reinstate the teaching of simplistic fundamentalist values--including school prayer, creationism, and knee-jerking patriotism--wherever possible." Centrist: "want all schools to teach a common set of values that are relevant to late

twentieth-century capitalism. This would not include prayer and creationism."

In his analysis of the implementation of educational changes in the United States in the 1980s, Pincus (1985: 340) suggests that the New Right agenda was first implemented, but a later shift to centrist ideas followed (with accompanying New Right criticism of the government). Pincus (1985: 341) further suggests that adoption of a New Right agenda

would be disastrous for business, as indicated in the following quotes:

"The New Right conservative policy would be an unmitigated disaster from the standpoint of both the business community and the majority of the population. The New Right wants to turn the clock back to some mythical time in the nineteenth century when free-market competitions, with no government interference, solved the major problems of the day... Removing the federal government from involvement in educational policy would cause political and economic chaos, and this would be strongly opposed by most of the business community. A curriculum based on simplistic Christian fundamentalism is not what the business community needs to boost their sagging profits."

However, Pincus (1985: 343) also cautions against adopting an equally simplistic business solution; short-sighted and illogical business decisions, particularly in the automobile and steel industries, cannot be blamed on human-rights legislation or aptitude scores. Tinkering with schools by conservatives--either New Right or centrist--will simply exacerbate inequities. It appears that the local district is in the first phase--where pressures are being exerted by New Right fundamentalists.

Certainly one measure of the success of part of the agenda is the level of financial support for non-public schools. A chart in the Report of the Royal Commission on Education (Sullivan 1988: 46) indicates that non-public school grants rose from \$8,402,275 in 1978-79 to \$31,108,365 in 1986-87. Most of the grants are to what are called Group 2 schools, which includes Catholic Public schools, the Society of Christian Schools (which, according to Sullivan (1988: 47)

"offers education from an Evangelical Protestant perspective."), and several other schools. Another indicator of the success of the New Right agenda is the inclusion of sectarian material in the curriculum, especially what is known as *creationism*.

Creationism and Local School Board Policies

Changes in educational programs at the provincial level, and policies adopted by the Abbotsford School Board, indicate that the course set out in the United States is being followed here. One example is the "Origin of Life" policy (School District Policy Number EC 15.5) dated June 9, 1983, with amendments dated May 30, 1988, with an implementation procedure dated June 9, 1983. Policy 15.5 reads as follows:

Purpose:

To provide a guideline for teaching of the origin of life concepts.

Application:

In view of the fact that neither the Divine creation nor the evolutionary concepts of the origin of life are capable of verification by means of existing scientific experimentation, all teachers, when discussing and/or teaching the origin of life in the classrooms, are requested to expose students in as objective a manner as possible to both Divine creation and the evolutionary concepts of life's origins, with the evidence that is presented in support of each view, and to refrain from any assertions that would set forth either view as absolute.

Responsibility for Procedures:

The Superintendent of Schools is responsible for ensuring that the procedures related to this Policy are carried out. Changes to the

procedure related to this policy may be made upon approval of the Secretary-Treasurer and the Superintendent.

Procedure:

The following procedures shall apply to the teaching of the origin of life:

- 1. The principal of each elementary and secondary school will, in cooperation with the librarian of that school, be responsible for ensuring that a reasonable selection of print and non-print materials on both evolutionary and creation views of life's origins is maintained in the library of each school, appropriate to the age ranges of the pupils in that school.*
- 2. A current list of recommended materials, both print and non-print, setting forth the creationist viewpoint, will be maintained by the District Instructional Resources Centre for teacher inspection and use.*

As the policy specifies support material for both elementary and secondary levels, its placement in the existing curriculum must be examined. The first point of entry is obviously in Grade 7, where the origins of humanity are presented (eg., "Origins of Man" material), and where students encounter material on dinosaurs. A survey of teacher strategies of inclusion/exclusion (or avoidance) would be of interest here. Given the requirement for *equal time*, one strategy would simply be to avoid teaching either. Later points of entry would likely be high-school biology courses, where it would be possible for an anti-evolutionary teacher to be assigned to teach evolutionary biology. But the issues at the local level have, according to the literature, a larger political context.

The Context of Creationism

Pincus' article notes conservative opposition to government involvement in defining curriculum. In British Columbia, the School Act (as revised in 1989), would be the reference point for clarification of the appropriateness and validity of the inclusion of creationist material in the public school system. In a review of attempts to clarify the separation of state and religion in the U.S. education system, McCarthy (1985: 291) notes that "government neutrality toward religion has been easier to state than to apply." McCarthy's (1985: 306-310) article describes the controversy over human origin instruction as an example of pressure on schools. She points out a number of aspects of the history of this debate in the United States, starting with the Scopes "Monkey Trial" in Tennessee in the 1920s.

She (1985: 306) points out that a U.S. Supreme Court decision in 1968, "struck down an Arkansas anti-evolution statute..." To overcome this legal impediment to the teaching of religious-based ideas, creationists shifted their focus. According to McCarthy (1985 306):

"Since creationists have not been successful in convincing the judiciary that evolution unconstitutionally advance a secular religion,⁽²⁾ recent efforts have focused on securing mandates that evolution must be presented as a theory rather than as scientific fact and securing equal instructional emphasis on the biblical account of creation whenever evolution is taught in public schools."⁽³⁾

An article by Gould (1989a) critiques the creationist argument that creationism is science. As Gould (1989a: 444) notes:

"The entire creationist argument involves little more than a rhetorical attempt to falsify evolution by presenting supposed contradictions among its supporters... 'Scientific creationism' is a self-contradictory, nonsense phrase precisely because it cannot be falsified."

Gould (1989a: 444) notes that while a particular evolutionary theory may be disproved through observations and experiments, he states that he "cannot imagine what potential data could lead creationists to abandon their beliefs." And he concludes (Ibid.): "Unbeatable systems are dogma, not science." Feder and Park (1989: 27) put the issue bluntly: There is not one shred of scientific evidence to support 'scientific' creationism. But the scientific creationism movement cannot be ignored." Godfrey (1981) asks the questions: "Where is the science in 'scientific creationism'?" For Gould, and other scientists, the focus of science is on the debates framed within a scientific paradigm.

Other writers have argued that given that creationism is religious creed, then a course on comparative religions would be a suitable location for the topic. Edwards (1983: 315) suggests that while this might seem logical, creationists would not accept such a comparative approach--which is what Pincus (1985) also noted.

The Abbotsford School District policy also stresses equal time for creationism and evolution, thereby implying two equal theories. Edwards (1983: 3125) has addressed the attempts to have *equal time*, and makes the following comments:

"The only thing scientists and civil libertarians are fighting for is the integrity of

science itself. Just as English classes involve the teaching only of English, not French or Japanese, so science classes should involve the teaching of science only. If pseudoscience or religion is accorded 'equal time', the impression is given that the scientific community is equally divided on the question of creation and evolution. To give this impression, which is false, is dishonest." The issue of equal time is also addressed in Nelkin (1982: 173-177, and *passim*, and an article in *The Economist* 1989).

Another aspect of the local policy is that it could be included in a number of programs--Social Studies and science. Students are likely to first encounter creationist material in Grade 7, where the topics of the antiquity of the earth, and the emergence and disappearance of dinosaurs ⁽⁴⁾ are dealt with, along with the emergence of humanity. Edwards (1983: 315) cautionary note is applicable here--"misplacing creationism...will only serve to confuse students about the real nature of the subject under study."

McCarthy (1985: 307) further notes that much of the pressure to diminish evolution material has been applied in Texas and California. This is because these two states are among the largest purchasers of texts, and decisions reached there have continent-wide implications. Court decisions about the inclusion of creationist material in the public school curriculum have also been described by McCarthy (1985: *passim*, and an article in *The Economist* 1989). For example, an Arkansas law was struck down in 1982, as a federal judge concluded "that the Genesis account, referred to as creation science, is a sectarian belief, not science, and that the only real effect of the law was to advance religion."

(McCarthy 1985: 307; see also Nelkin 1982: 137-147).

As McCarthy (1985:308) also notes, while the courts in the U.S. have not favoured "equal time" statutes, there appears to be no impediment to including creationist ideas in courses in comparative religions.

The B.C. School Act (Revised and consolidated December 5, 1989) is quite clear on the separation of religion from curriculum material. Section 95 states:

- (1) All schools and Provincial schools shall be conducted on strictly secular and non-sectarian principles.
- (2) The highest morality shall be inculcated, but no religious dogma or creed shall be taught in a school or Provincial school.

Papers commissioned to accompany the 1987 Royal Commission on Education also point to the need to separate religious material. For example, Marx and Grieve (1988: 76) note:

"In a pluralistic society, public schools cannot endorse a particular set of values and an associated moral code that is derived from one religion or creed. Although a number of people argued in their briefs that the schools should inculcate Christian values in students, it is not the role of the schools in British Columbia to foster one set of religious preferences over another."

McCarthy's (1985: 316) article deals with any criticism that morality and values are the exclusive property of specific religions by noting:

"A nonreligious approach toward teaching and academic subjects does not mean that an

antitheistic belief is being advanced. It is unfortunate that attempts to remove religion from public education have been viewed as unconstitutionally advancing a 'humanistic' religious faith."

Gould's (1989b) comments are useful here in distancing the above issues. In discussing the Scopes trial of 1925, Gould (1989b: 261) notes that in contrast to "biblical literalists [who] had persuaded several state legislatures to ban the teaching of evolution in public schools: The canonical attitude of scientists then and now--and the argument that finally secured our legal victory before the Supreme Court in 1987--holds that science and religion operate in equally legitimate and separate areas. This 'separatist' claim allots the mechanisms and phenomena of nature to scientists and the basis of ethical decisions to theologians and humanists in general--the age of rocks versus the rock of ages, or "how heaven goes" versus "how to go to heaven" in the old one-liners. In exchange for freedom to follow nature down all her pathways, scientists relinquish the temptation to base moral inferences and pronouncements upon the physical state of the world--an excellent and proper arrangements, since the facts of nature embody no moral claims in any case."

From the perspectives developed above, it is clear that *creationist* policies place religious teachings in the social studies and science programs, which contravenes the provisions of the British Columbia School Act of 1989. The articles also suggest that the ideology used at the local level to justify such inclusion is consistent with patterns in the United States in the early mid-1980s. As the material also notes, all of these rationalizations for the inclusion of creationism have been refuted. Perhaps, as

the situation in the United States indicates, the next body of literature on the subject will be drawn from court transcripts, repeating the situations described by McCarthy (1985). As Gould (1987a: 18) summarizes the legal battles:

"Our legal battle with creationists started in the 1920s and reached an early climax with the conviction of John Scopes in 1925. After some quiescence, it began in earnest again during the 1970s and has haunted us ever since...Finally, in June, 1987, the Supreme Court ended this major chapter in American history by striking down the last creationist statute, the Louisiana equal time act, as a ruse to inject religion into science classrooms in violation of first amendment guarantees for separation of church and state.

Gould (1987a: 20) also makes the telling point that enforced teaching of creationism was the only way to ensure that it was taught, because it is not science. In Gould's words: "The equal time law [of Louisiana, overturned by the U.S. Supreme Court] forces teaching of creation science, but nothing prevented it before, and nothing

prevents it now. Teachers were, and still are, free to teach creation science. They don't because they know it is a ruse and a sham. [emphasis added]

Summary

It is clear, then, that some of the issues which emerged during the recent Matsqui school board election are not isolated, but in fact are part of a larger sectarian (political and educational) agenda to reshape public education. ⁽⁵⁾ What is absent from the above studies (and others consulted, but not quoted) is an analysis of the composition of school boards, school administration, and teachers, and their associations and connections with special interest groups--especially those which place religious interests first. Further, additional research needs to be directed at the ideology used to rationalize decisions, i.e., a study of educational hegemony. ⁽⁶⁾ These could, for example, extend studies of elites in Canada to the local level--with particular emphasis on the overlap between religious and political elites in the Fraser Valley, and the obvious continued presence of people from particular sectarian institutions on the public school board. ⁽⁷⁾

Doug Hudson

Notes:

- (1) Pincus (1985: 331) describes the Heritage Foundation as a Washington, D.C., think-tank, and "The most articulate voice of the New Right conservatives." Gross and Gross (1985: 499) describe the ideas of the Heritage Foundation as including "removing the federal government from its role in aiding education, an end to 'secular humanism' in the schools, defunding teacher centres, and curtailing 'forced busing' and other attempts to involve the government in desegregation."
- (2) Elsewhere in the article, McCarthy (1985) describes how religious groups have attempted to portray the teaching of evolution as part of a what they label "secular humanism." Indeed,

several letters printed in local newspapers in December, 1990, indicate that this attitude exists locally.

- (3) Much of the legal conclusions focus on what is known as the 'establishment' clause, which prohibits establishing religion by law--in other words, preventing a state religion (see McCarthy 1985: 287).
- (4) The issue of dinosaurs seems to be one of the most difficult for creationists to accept (cf. *The Economist* 1989). Rather than accept that the fossil record indicates an antiquity of some 225 to 65 million years, creationists attempt to force all date into a 6,000-10,000 year period and even argue that people and dinosaurs co-existed (cf Edwards 1983), *The Economist* 1989). One school board member, who is also from a Bible college, is quoted in a newspaper story as saying that teachers could present the view that life began only 4,000 years ago (*Valley Times*, November 28, 1990, p.18). During a discussion after a public meeting, another school trustee candidate (elected) expressed his utter disbelief that any reconstructions of dinosaurs could be made, and challenged me to produce the 'missing link.' His time period for life was 3000-4000 years. Anything beyond that, to him, was a hoax. The main source of creationist writings (including resource material in School District #34, Abbotsford), the Institute for Creation Science in California, had its licence to grant science degrees revoked by California because state officials concluded that it taught religion, not science (*The Economist* 1989).
- (5) The issue certainly isn't new in the valley. In March, 1981, a number of letters to the editor in the *Vancouver Sun* and the *ASM* (Abbotsford-Sumas Matsqui) *News* addressed creationism and evolution. This seems consistent with the push in the United States by creationists in the early 1980s. By 1983, creationists had a creationist policy adopted by the Abbotsford School District. Broad (1981) and Godfrey (1981) provide some background on this period; McCarthy (1985) also summarizes some of the debates from that time. The results of the November, 1990, election were reported in the November 21, 1990, issue of two local (Abbotsford, Matsqui) papers, the *ASM News*, and the *Valley Times*. I have not summarized the information contained in the newspapers in 1981 and 1990.
- (6) One rationale verbally given to me by a public school trustee for the inclusion of creationism is that it falls within the category of 'locally developed programs' (cf. Sullivan 1988: 101-102). However, Sullivan's report also stresses the need to have the School Act as the common reference point for all programs (e.g., Sullivan 1988: 37), and to have such options "consistent with the basic principles of the Common Curriculum." Sullivan 1988: 101). Another rationale given to me by the same trustee was that it was simply a long-standing policy finally being implemented. However, the policy's contravention of the School Act didn't seem problematic to the trustee. A letter I sent in March of 1989 to the then superintendent indicating my concerns about violations of the School Act was never replied to. However, during an all-candidates forum, a person called in to ask me a question--and prefaced her question with the comment that she knew that I had written the

school board with concerns about the creationist policy. I'm still waiting for a reply to the original letter, although it clearly has been distributed by the original recipient. Other rationales given by school trustees are described in a newspaper story in the *Valley Times*, November 28, 1990. All of the rationales, however, have been refuted in the United States.

- ⑦ For example, a valley Bible college has had at least one faculty member on the public school board for several years. In the most recent election, three fundamentalist candidates (all elected) were endorsed in a church bulletin (see the *Valley Times*, November 21 and 28, 1990). This included a faculty member from the Bible college. The only candidate who did not accept the creationist policy as part of the social studies or science curriculum in the public school system did not obtain a seat. In a recent (November 28, 1990, *Valley Times*) newspaper story, all school trustees defended the creationist policy, repeating many of the same arguments refuted in the articles cited above. Subsequent letters to the editors in both local newspapers brought out what is clearly the goal of biblical literalists--an outright ban on the teaching of evolution in the public school system.

Chronology of Events

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| 1925 | Scopes trial in USA |
| 1968 | Federal court struck down Arkansas law which banned the teaching of evolution. |
| 1982 | Federal judge struck down Arkansas law mandating equal time for 'creation science.' |
| 1982 | Federal judge struck down Louisiana state's law which was similar to that of Arkansas. |
| 1983 | Creationist policy adopted by SD #34. |
| 1985 | SD #34 Creationist policy revised. |
| 1987 | Supreme Court of USA upholds ban on teaching creationism; declares it to be religion, not science, and bans 'equal time' as a strategy. |
| 1988 | D. Hudson writes letter to SD #34, asking for removal of creationist policy; no answer. |
| 1989 | The State of California removes the right to grant science degrees from the Institute for Creation Science. |
| 1989 | B.C. Civil Liberties Association successfully forces B.C. Ministry of Education to eliminate compulsory prayers in public schools, as required under the new School Act. |
| 1990 | During questions at all-candidates meetings, all Matsqui school trustee candidates--with the exception of D. Hudson--accept the validity of the creationist policy. |

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College to Establish Press Imprint

Fraser Valley College will establish its own press imprint this year. Initial publications will be of inexpensively bound and printed speciality manuals, books and documents for use at FVC. Typically these might include lab manuals, workbooks or textbooks for use in courses.

At this point an Editorial Board is being set up to establish press guidelines and standards, to draft a mission statement and to set policy on issues such as copyright assignment. If you are interested in sitting on the Board and

in helping with the Press call Ken Fernstrom at 4295.

The Press will provide editing, layout and document design services for publications. If you have a project that you would like the Press to consider, please submit a project proposal including: Author/compiler, Tentative Title, Subject Area, Length, Application/Use, Number of Copies, Date Required, and possible markets outside the college community. Send your proposal to Ken Fernstrom, Abbotsford campus.

Ken Fernstrom

C-IEA Watch . . .

If you want to know the straight goods about what's going on, call up late on a Friday afternoon....

"So, what's new and racy at C-IEA these days?" I asked in my best small-but-vital-reporter voice. "At this hour, at the end of a long week? Well....," replied the voice from C-IEA.

This week I spoke with Roseanne Moran, one of the staff representatives at C-IEA headquarters. She joined the staff last April, coming from a position as executive officer for the Canadian Federation of Students. Aside from acting, as Tom Beardsley does, as a liaison between several colleges and headquarters, Roseanne is the new technical editor for the C-IEA newsletter, "Profile", which crosses your desks periodically (bad, Susan, bad).

"I've got a few things I could send you; when is your deadline?"

"At least a week ago. You know how it is, I've left it to the last minute in order to insure that the news is fresh..." She said she understood that line of reasoning very well.

Roseanne's other big job (editing a newsletter is a mere bagatelle, right, Allan?) is to set up and help local lobbying committees.

Apparently there was a lobby workshop in October to which interested people could go. In light of the sure-to-be-upcoming election, lobbying activities are heating up. C-IEA can offer advice about how to lobby various level of government effectively and provide some specific guidance at the level of the individual local, focussing on issues of particular interest to each local. Roseanne says she is trying to make the workshops "user friendly", tailored to local needs and as streamlined as

ossible, "because people are so busy". A realist, yes?

C-IEA, in the person of Roseanne, is also getting together various pamphlets on important issues for broad distribution. There are three main themes: changing governance to allow for more community representation and a greater role for students, staff and faculty; remedying the shortage of capital, facilities, and space; and lowering the ratio of part-time to full-time instructors. Another one of interest to C-IEA is the removal of barriers to access by the removal of tuition fees. (Now that is radical stuff!)

I wasn't sure whether anyone from the FSA went to the lobby workshop last fall, so Roseanne offered to send some of the materials out to us. She also offered to fax us (new verb) C-IEA's press release on our honourable premier's recent state of the province address. That will no doubt make interesting reading. If it doesn't make it in time for this press, I'll post it outside the FSA office, A339.

On other fronts, C-IEA has met recently with the Ministry for a page-by-page analysis of

that mighty tome "Profile for the Nineties", about which you will find more in this issue of the *Newsletter*. It was "a good meeting and demonstrated that we were on track in our analysis of the issues."

As to the war front, C-IEA headquarters is not in a position to issue statements. Policy is set by member locals. If things drag on into the spring, we will have a chance to raise the issue at the May AGM in Kamloops. I imagine that letters to the editor or position papers could be sent to the CIEA newsletter. (If not, I will no doubt hear a cry of outrage from the office on West 8th.)

Speaking of cries of outrage, it appears that somewhere between my notes, which were accurate, and the **C-IEA Watch** you read last time, I goofed: "C-IEA is not a member of the Canadian Association of University Teachers but maintains an excellent relationship with its national executive and with the B.C. component called the Confederation of University Faculty Associations of B.C.", as Ed Lavalle wrote, correcting the statement you read. *Mea culpa*.

That's all the new and racy stuff from C-IEA for now.

Susan Milner

CAC Rush . . .

The Computer Ethics Subcommittee of the CAC is in the process of drafting a policy for FVC. Any ideas or concerns regarding such a policy are eagerly sought. Please send them via E-Mail to "CES". If you prefer paper as a medium, please send your ideas to Susan Milner, Abby.

Editor's Note: On the following pages, you will find Part One of a summary of Profiles for the Nineties: Vital Issues for B.C. Colleges and Institutes, an important 77-page document put out by C-IEA that explores the major policy issues (education, social policy initiatives, copyright and labour relations) affecting both BC colleges and institutes in the first part of the '90s. Part Two will be in the next issue.

PART ONE: EDUCATION AND SOCIAL POLICY

1.2 PROVINCIAL FUNDING

1.2.1. Designated Funding

C-IEA RECOMMENDS THAT THE COLLEGE AND INSTITUTE FUNDING FORMULA BE AMENDED TO RECOGNIZE THE REAL COSTS OF PROVIDING ADEQUATE LEVELS OF INSTRUCTION AND SUPPORT SERVICES REGARDLESS OF WHERE THE COLLEGE OR INSTITUTE IS LOCATED OR HOW THE INSTITUTION IS STRUCTURED.

C-IEA FURTHER RECOMMENDS THAT ADEQUATE CORE FUNDS SHOULD BE AVAILABLE TO THE COLLEGE-INSTITUTE SYSTEM AND SHOULD BE ALLOCATED IN THE FORM OF BASE FUNDING. THE ANNUAL BASE FUNDING FOR THE COLLEGE-INSTITUTE SYSTEM MUST BE ADJUSTED FOR INFLATION AND THAT ADJUSTED BASE MUST BE GUARANTEED FOR A MINIMUM OF TWO YEARS. SUCH FUNDING SHOULD NOT BE ERODED BY SPECIAL FUNDS OR RESTRICTED TO DESIGNATED PURPOSES.

C-IEA RECOMMENDS THAT THE MINISTRY OF ADVANCED EDUCATION, TRAINING AND TECHNOLOGY SIGNIFICANTLY INCREASE FUNDING FOR CAPITAL EXPENDITURES FOR THE PURPOSES OF MAINTAINING QUALITY AND MAINTAINING THE CURRENCY OF EXISTING PROGRAMS IN COLLEGES AND INSTITUTES.

C-IEA RECOMMENDS THAT THE MINISTRY OF ADVANCED EDUCATION, TRAINING, AND TECHNOLOGY ALLOCATE CAPITAL AND OPERATING FUNDS TO COLLEGES AND INSTITUTES IN AN INTEGRATED MANNER AND THAT THEY BE DISTRIBUTED USING A MECHANISM THAT IS FAIR AND EQUITABLE.

1.3 FEDERAL FUNDING

C-IEA RECOMMENDS THAT THE BRITISH COLUMBIA GOVERNMENT REPRESENTATIVE ON THE COUNCIL OF MINISTERS OF EDUCATION CALL FOR AN IMMEDIATE CONFERENCE OF THE FIRST MINISTERS AND THE COUNCIL OF MINISTERS OF EDUCATION. THE PURPOSE OF THIS CONFERENCE WOULD BE TO DEVELOP ALTERNATIVE ARRANGEMENTS FOR ADEQUATELY AND RELIABLY FINANCING THE POST-SECONDARY SYSTEM IN CANADA.

C-IEA FURTHER RECOMMENDS THAT THE PREMIER REQUEST THAT THE FEDERAL GOVERNMENT AGREE TO HOLD OFF IMPLEMENTATION OF ANY UNILATERAL TRANSFER REDUCTION UNTIL SUCH A CONFERENCE IS HELD.

C-IEA RECOMMENDS THAT THE FEDERAL GOVERNMENT SET UP PROCEDURES REQUIRING A STRICT AND PUBLIC ACCOUNTING FROM PROVINCIAL GOVERNMENTS FOR FEDERAL FUNDS RECEIVED AND INSTITUTING SANCTIONS AGAINST THOSE PROVINCES WHO DO NOT ADEQUATELY ACCOUNT FOR MONIES RECEIVED.

SECTION 2 THE LEGACY OF RESTRAINT: EXPANSION AND ACCESS

2.2 ACCESS: INSTITUTIONAL CAPACITY AND PROGRAM QUALITY

2.2.1 Program Quality

C-IEA RECOMMENDS THAT IN THE INTEREST OF ENSURING QUALITY AS PART OF THE SYSTEM'S EXPANSION, A COMPREHENSIVE APPROACH TO DEVELOPING AN INDEX OF "QUALITY INDICATORS" BE TAKEN. ONCE SUCH AN INDEX HAS BEEN DEVELOPED, IT SHOULD BE MONITORED REGULARLY AND THIS INFORMATION BE MADE PUBLIC IN A TIMELY FASHION. THE INDEX OF QUALITY INDICATORS SHOULD INCLUDE BUT NOT BE LIMITED TO THE FOLLOWING:

- A. TERMINAL OBJECTIVES (CRITERIA TO MEET OBJECTIVES OF PARTICIPANTS OR USERS)
 - ENTRY AND COMPLETION RATES;
 - RATIOS OF STUDENTS TO INSTRUCTORS, SUPPORT STAFF, COUNSELLORS, LIBRARIANS AND FINANCIAL AID OFFICERS;
 - EXTERNAL CRITERIA - E.G. EMPLOYMENT RATES FOR COMMUNITY COLLEGE GRADUATES, EMPLOYER SATISFACTION WITH GRADUATES, FOLLOW-UP STUDIES ON JOB PLACEMENT AND ADVANCEMENT OF GRADUATES;
 - RATIOS OF STUDENTS TO LEARNING ASSISTANCE FACILITIES, E.G. COMPUTERS; LABORATORY SPACES; MICROSCOPES, LIBRARY SPACES AND BOOKS;
 - LIBRARY FACILITIES AND PORTION OF OPERATING BUDGET SPENT ON LIBRARY ACQUISITIONS;
- B. STRUCTURAL/INSTITUTIONAL OBJECTIVES (CRITERIA IN THE STRUCTURE OF THE DELIVERY OF SERVICES)
 - FACULTY PARTICIPATION IN FACULTY DEVELOPMENT ACTIVITIES IN BOTH DISCIPLINE-BASED AND INSTRUCTION-BASED COMPONENTS;
 - ABILITY OF INSTITUTIONS TO HIRE QUALIFIED, COMPETENT FACULTY;
 - THE LEARNING ENVIRONMENT - SPACE, FACILITIES, RESPECT FOR FACILITIES, ACCESS FOR THE DISABLED, ETC..;
 - LEVEL OF SATISFACTION WITH THE EDUCATION GIVEN AND RECEIVED BY INSTRUCTORS AND STUDENTS RESPECTIVELY;
 - THE MORALE OF INSTRUCTORS AND STUDENTS;
 - THE DEGREE AND LEVEL OF ASSISTANCE FOR IMPROVING INSTRUCTIONAL SKILLS FOR INSTRUCTORS AND STUDY, WRITING AND LEARNING SKILLS FOR STUDENTS.

C-IEA FURTHER RECOMMENDS THAT CATCH-UP STUDIES TO IDENTIFY GAPS IN SERVICES AND INEQUITIES BETWEEN PROGRAMS ON CAMPUS BE UNDERTAKEN ON COLLEGE AND INSTITUTE CAMPUSES.

2.2.2 Access to Information

C-IEA RECOMMENDS THAT THE MINISTRY IMMEDIATELY ACT ON THE ACCESS COMMITTEE'S RECOMMENDATION REGARDING THE DEVELOPMENT OF A COMMON DATA BASE TO FACILITATE THE IDENTIFICATION AND UNDERTAKING OF RESEARCH PROJECTS ON ISSUES RELATING TO ACCESSIBILITY AND WHICH WILL ALLOW ACCESS INITIATIVES TO

BE MONITORED. FURTHER, C-IEA RECOMMENDS THAT THE DATA BASE BE SET UP IN CONSULTATION WITH REPRESENTATIVES FROM THE MAJOR POST-SECONDARY ORGANIZATIONS AND SHOULD BE ACCESSIBLE TO THEM. THE DATA BASE SHOULD INCLUDE INFORMATION IN A WIDE VARIETY OF AREAS INCLUDING: STUDENT, FACULTY AND STAFF CHARACTERISTICS (EG. GENDER, AGE, FINANCIAL, PROGRAM AREA), CURRICULUM, FUNDING AND OTHER FINANCIAL INFORMATION, PEDAGOGICAL INFORMATION AND BARGAINING INFORMATION (SALARY & WORKING CONDITION PROVISIONS AT ALL INSTITUTIONS).

2.2.3. Flexible Scheduling

C-IEA RECOMMENDS THAT IF FLEXIBLE SCHEDULING IS TO BE INTRODUCED IN A MANNER WHICH IS NOT DISRUPTIVE TO THE MEMBERS OF THE COLLEGE AND INSTITUTE COMMUNITY, IT MUST BE ACCOMPANIED BY ADEQUATE PLANNING AND FUNDING TO ENSURE THAT STUDENTS CAN ACHIEVE THE DESIRED COURSELOAD AND OBTAIN REQUIRED COURSES WITHIN THE FRAMEWORK OF A REASONABLE SCHEDULE, AND THAT EDUCATORS AND OTHER STAFF CAN WORK WITHIN A REASONABLE SCHEDULE WHICH IS NOT DISRUPTIVE TO THEIR PROFESSIONAL OR PERSONAL LIVES.

2.2.4. Open Learning

WHILE RECOGNIZING THE VALUABLE ROLE WHICH OPEN LEARNING CAN PLAY AS PART OF THE POST-SECONDARY EDUCATIONAL SYSTEM IN B.C., C-IEA RECOMMENDS THAT THE MINISTRY OF ADVANCED EDUCATION, TRAINING AND TECHNOLOGY UNDERTAKE RESEARCH WHICH DEMONSTRATES THE EFFECTIVENESS OF SUCH EDUCATION ON STUDENT OUTCOMES. IN ADDITION TO THIS, C-IEA RECOMMENDS THAT WHERE OPEN LEARNING DELIVERY METHODS ARE OR HAVE BEEN USED TO REPLACE COURSES AND PROGRAMS WHICH HAVE BEEN OFFERED IN TRADITIONAL CLASSROOM/FACE-TO-FACE SETTINGS, THE MINISTRY DEMONSTRATE THE MERITS OF SUCH POLICIES THROUGH AN EVALUATION OF EDUCATIONAL QUALITY AS OUTLINED IN RECOMMENDATION 2.2.1, AS WELL AS THE COST-EFFECTIVENESS OF SUCH PROGRAMMING.

2.3 ACCESS: CAREER AND TRADES TRAINING

RECOMMENDATION: PROVINCIAL TRAINING POLICY DEVELOPMENT

C-IEA RECOMMENDS THAT A PROVINCIAL COMMITTEE BE STRUCK TO ASSESS CAREER AND TRADES TRAINING DEMAND AND SUPPLY IN BRITISH COLUMBIA AND TO MAKE RECOMMENDATIONS THAT WILL FORM THE BASIS OF A COHERENT PROVINCIAL TRAINING POLICY. WE FURTHER RECOMMEND THAT THE NECESSARY BACKGROUND RESEARCH AND FINANCIAL SUPPORT BE MADE AVAILABLE FROM THE MINISTRY OF ADVANCED EDUCATION, TRAINING AND TECHNOLOGY. THIS COMMITTEE SHOULD HAVE REPRESENTATION FROM GOVERNMENT, LABOUR, EMPLOYERS, EDUCATORS AND REPRESENTATIVES OF GROUPS TARGETED UNDER FEDERAL AND PROVINCIAL TRAINING AND JOB CREATION PROGRAMS.

RECOMMENDATION: PUBLIC FUNDING OF PRIVATE SECTOR TRAINING

C-IEA RECOMMENDS THAT THE PROVINCIAL AND FEDERAL GOVERNMENTS ADOPT THE PRINCIPLE THAT PUBLIC FUNDS, AIMED AT COVERING THE COSTS ASSOCIATED WITH CAREER AND TRADES TRAINING SHOULD BE USED PRIMARILY TO SUPPORT PROGRAMS PROVIDED BY PUBLIC INSTITUTIONS, INCLUDING COLLEGES AND INSTITUTES.

RECOMMENDATION: ACCOUNTABILITY FOR PUBLIC TRAINING FUNDS

C-IEA RECOMMENDS THAT IN ORDER TO ENSURE PUBLIC ACCOUNTABILITY FOR TRAINING FUNDS, A PUBLIC, ANNUAL OR BI-ANNUAL REPORT BE PRODUCED WHICH:

- **DESCRIBES TRAINING ACTIVITIES RECEIVING PUBLIC FUNDS;**
- **SHOWS THE DISTRIBUTION OF PUBLIC FUNDS (INCLUDING FEDERAL FUNDS ALLOCATED IN B.C.) AMONG THE PROVIDERS OF TRAINING, BE THEY PUBLIC, PRIVATE OR JOINT ACTIVITIES;**
- **EVALUATES THE EFFECTIVENESS OF SUCH TRAINING, INCLUDING AN ASSESSMENT OF BOTH QUALITY AND COST; AND**
- **IDENTIFIES TRAINING NEEDS WHICH ARE NOT BEING MET AND WHICH REQUIRE GREATER INVESTMENT**

C-IEA FURTHER RECOMMENDS THAT A PROVINCIAL ADVISORY BODY WITH REPRESENTATIVES DESIGNATED BY LABOUR, EMPLOYERS', EDUCATORS' AND STUDENTS' ORGANIZATIONS AND RELEVANT COMMUNITY GROUPS BE STRUCK WHOSE MANDATE IS TO COMMISSION RESEARCH INTO TRAINING NEEDS, DELIVERY METHODS AND FUNDING AND TO MAKE RECOMMENDATIONS TO THE PROVINCIAL GOVERNMENT. THIS BODY SHOULD ALSO BE RESPONSIBLE FOR THE PRODUCTION OF THE REPORT ON TRAINING ACTIVITIES.

RECOMMENDATION: REGULATION OF PRIVATE TRAINING INSTITUTIONS

C-IEA RECOMMENDS THAT THE REGULATION, ACCREDITATION AND MONITORING OF PRIVATE TRAINING INSTITUTIONS BE OVERSEEN DIRECTLY BY THE MINISTRY OF ADVANCED EDUCATION, TRAINING AND TECHNOLOGY AND THAT THE BRANCH RESPONSIBLE FOR SUCH FUNCTIONS BE GIVEN ADEQUATE FUNDING AND STAFFING.

C-IEA RECOMMENDS THAT AS PART OF ITS MANDATE TO ENSURE QUALITY EDUCATIONAL OPPORTUNITIES FOR ALL STUDENTS IN THE PROVINCE, THE MINISTRY OF ADVANCED EDUCATION, TRAINING AND TECHNOLOGY REQUIRE SOME FORM OF MANDATORY ACCREDITATION FOR ALL PRIVATE TRAINING INSTITUTIONS AND THAT THE OPERATIONS OF SUCH INSTITUTIONS BE MONITORED ON A REGULAR BASIS.

2.4 PROGRAM QUALITY: FACULTY DEVELOPMENT

C-IEA RECOMMENDS THAT THE PROVINCIAL GOVERNMENT RECOGNIZE THE NEED FOR FACULTY DEVELOPMENT OPPORTUNITIES AT THE INSTITUTIONAL LEVEL. SUCH ACTIVITIES MUST BE DEFINED AND DIRECTED BY FACULTY AND MUST BE SUPPORTED THROUGHOUT THE PROVISION OF ADEQUATE FUNDING LEVELS FOR SUCH ACTIVITY IN INSTITUTIONAL OPERATING BUDGETS.

SECTION 3**ACCESS: REGIONAL EXPANSION****3.1 THE EXPANSION OF CORE TWO YEAR OFFERINGS**

C-IEA RECOMMENDS THAT IN ORDER TO ENSURE THE COMPREHENSIVENESS OF ALL COMMUNITY COLLEGES AND IN ORDER TO ENHANCE THEIR ABILITY TO MEET LOCAL AS WELL AS PROVINCIAL PROGRAMMING NEEDS, ADEQUATE FUNDING BE ALLOCATED FOR THE MAINTENANCE AND EXPANSION OF ALL PROGRAM AREAS (I.E. NOT JUST UNIVERSITY TRANSFER PROGRAMS) WHERE A NEED OR DEMAND HAS BEEN CLEARLY IDENTIFIED OR WHERE GOVERNMENT HAS STATED ITS COMMITMENT TO ENSURE REGIONAL EQUALITY IN ACCESS TO A COMPREHENSIVE RANGE OF PROGRAMS.

C-IEA RECOMMENDS THAT THE EXPANSION OF CORE FIRST AND SECOND YEAR PROGRAMS AT COLLEGES BE UNDERTAKEN IN ALL REGIONS OF THE PROVINCE WITH THE MOST EFFECTIVE INSTRUCTION (GIVEN THE DEVELOPMENT OF EVALUATIVE CRITERIA) AS THE PREFERRED DELIVERY MODE.

3.2 DEGREE COMPLETION**3.2.1 Degree Completion: Encouraging a Participatory Process**

C-IEA RECOMMENDS THAT COLLEGE AND INSTITUTE FACULTY INVOLVEMENT IS SOLICITED AND ENABLED IN THE CONCEPTUALIZATION AND PLANNING STAGES, AS WELL AS IN THE IMPLEMENTATION OF ANY NEW PROGRAMS OR INSTITUTIONS DESIGNED TO EXPAND INSTITUTIONAL CAPACITY AND PROGRAM OFFERINGS OR ACCESS TO DEGREE COMPLETION PROGRAMS.

GENERAL POLICY STATEMENT ON PROGRAM EXPANSION AND DEGREE COMPLETION

C-IEA BELIEVES THAT THERE SHOULD BE NO SEPARATE "UNIVERSITY COMPONENT" WITHIN THE COLLEGE SYSTEM. THE INVOLVEMENT OF UNIVERSITIES AND OPPORTUNITIES FOR DEGREE COMPLETION MUST BE INTEGRATED INTO THE EXISTING STRUCTURES AND WORKING PROCESSES OF COLLEGES AND THEIR EMPLOYEES. FRAGMENTATION OF STUDENT, FACULTY, OR ADMINISTRATIVE GROUPS OR LIBRARY AND COUNSELLING RESOURCES ARE NOT ACCEPTABLE AS THEY DO NOT PROMOTE A RICH EDUCATIONAL OPPORTUNITY FOR STUDENTS.

STUDENT OPPORTUNITIES FOR EFFECTIVE LECTURE, SEMINAR, LABORATORY, LIBRARY AND COUNSELLING SERVICES MUST REMAIN THE PRIORITY IN EDUCATION. IN CASES WHERE INSTRUCTIONAL DELIVERY IS BASED ON ELECTRONIC AND TUTOR-ASSISTED DISTANCE EDUCATION METHODS OF DELIVERY, OR IN CASES WHERE INSTRUCTIONAL AND/OR STUDENT SUPPORT SERVICES ARE DELIVERED ELECTRONICALLY, THE MERITS OF SUCH DECISIONS SHOULD BE DEMONSTRATED THROUGH AN EVALUATION OF EDUCATIONAL QUALITY AS OUTLINED IN RECOMMENDATION 2.2.1 AND OTHER EVALUATIVE CRITERIA AND INDICATORS DEVELOPED WITH RESPECT TO INSTRUCTIONAL SUPPORT SERVICES AND STUDENT SUPPORT SERVICES.

C-IEA ASSERTS THAT DEGREE PROGRAMS SHOULD BE OFFERED ONLY ON THE CONDITION THAT ADEQUATE ADDITIONAL FUNDS BE DESIGNATED FOR THIS PURPOSE. NO REDUCTION IN FUNDING OF PRESENT PROGRAMS IS ACCEPTABLE. IN ADDITION, DESIGNATED FUNDING FOR DEGREE-COMPLETION MUST GIVE PRIORITY TO TRADITIONAL LECTURE, SEMINAR AND LABORATORY METHODS.

AN IMPORTANT OBLIGATION OF C-IEA IS TO PROTECT THE SALARY AND WORKING CONDITIONS OF ITS MEMBERS. TO THAT END, THIS UNION OF FACULTY MEMBERS ASSERTS THAT IF INCLUSION OF DEGREE-COMPLETION PROGRAMS AT THE COLLEGES IS TO BE ACCEPTED BY C-IEA, THEN EXISTANT BENEFITS (INCLUDING PENSION), WORKING CONDITIONS AND JOB SECURITY FOR CURRENT AND PROSPECTIVE MEMBERS OF C-IEA MUST NOT BE THREATENED BY SUCH DEVELOPMENTS.

C-IEA BELIEVES THAT UNION REPRESENTATION AND ACCESS TO PROTECTION AND REMEDIES UNDER COLLECTIVE AGREEMENTS HAS CONTRIBUTED TO THE EXCELLENCE OF EDUCATION IN THIS PROVINCE'S COLLEGES AND INSTITUTES. IT RESOLVES TO MAINTAIN ACCESS TO THE PROVISIONS OF THE INDUSTRIAL RELATIONS ACT FOR EDUCATORS IN UNIVERSITY/COLLEGES AND OTHER NEW DEGREE-GRANTING INSTITUTIONS.

C-IEA BELIEVES THAT SECTION 80 OF THE UNIVERSITIES ACT, WHICH DENIES UNIVERSITY FACULTY THE RIGHT TO ORGANIZE INTO TRADE UNIONS AND HAVE ACCESS TO THE PROVISIONS OF THE INDUSTRIAL RELATIONS ACT SHOULD BE ABOLISHED. UNTIL SUCH TIME AS SECTION 80 IS ABOLISHED, C-IEA BELIEVES THAT UNIVERSITY/COLLEGES SHOULD NOT BE GOVERNED BY THE UNIVERSITIES ACT.

C-IEA BELIEVES THAT A MODE OF GOVERNANCE DIFFERENT FROM THE CURRENT MODE OUTLINED UNDER THE COLLEGE AND INSTITUTE ACT NEEDS TO BE PUT IN PLACE FOR THE DEGREE-COMPLETION COLLEGES.

WHERE THIRD AND FOURTH-YEAR COURSES ARE OFFERED AT THE COLLEGES, THE COLLEGES MUST BE THE EMPLOYERS OF THOSE INVOLVED IN SUCH COURSES AND THE C-IEA LOCALS MUST BE THE CERTIFIED BARGAINING AGENTS FOR THE EMPLOYEES FUNCTIONING IN A MANNER SIMILAR TO FUNCTIONS FOR WHICH THE LOCAL UNIONS ARE CURRENTLY CERTIFIED TO REPRESENT. FURTHER, C-IEA WILL OPPOSE THE OFFERING OF UNIVERSITY COURSES AND SERVICES BY INDIVIDUALS OUTSIDE OF THE BARGAINING UNITS.

3.2.6. Degree Completion: The University of Northern B.C.

C-IEA RECOMMENDS THAT IN ORDER TO MAXIMIZE ACCESS TO UNIVERSITY LEVEL EDUCATION, THE COLLEGE OF NEW CALEDONIA, NORTHERN LIGHTS COLLEGE AND NORTHWEST COMMUNITY COLLEGE RETAIN BOTH FIRST AND SECOND YEAR UNIVERSITY TRANSFER PROGRAMS.

C-IEA RECOMMENDS THAT TO THE EXTENT THAT UNIVERSITY TRANSFER COURSES ARE MOVED TO THE UNBC, THAT COLLEGE FACULTY AND STAFF SHOULD BE MOVED WITH THEIR COURSE WORK IF THEY SO CHOOSE.

C-IEA FURTHER RECOMMENDS THAT THERE BE A CO-OPERATIVE, INTEGRATED PLAN DEVELOPED BETWEEN THE COLLEGE OF NEW CALEDONIA, NORTHERN LIGHTS COLLEGE AND NORTHWEST COMMUNITY COLLEGE AND THE UNBC TO MAINTAIN THE INTEGRITY OF THE COMMUNITY COLLEGES.

C-IEA RECOMMENDS THAT IN ORDER TO FACILITATE THE TRANSFER OF FACULTY, OPPORTUNITIES TO UPGRADE QUALIFICATIONS BE SUPPORTED THROUGH SPECIAL FUNDING FROM THE MINISTRY OF ADVANCED EDUCATION.

C-IEA RECOMMENDS THAT THE COUNCIL ON ADMISSIONS AND TRANSFER CAREFULLY MONITORS AND PUBLICLY REPORTS ON CHANGES RESULTING FROM THE INTRODUCTION OF UNIVERSITY COLLEGES AND THE CREATION OF THE UNBC. THIS REVIEW SHOULD INCLUDE BUT NOT BE LIMITED TO: CHANGES IN ENROLMENT PATTERNS WHICH INCLUDE AN ASSESSMENT OF TARGET GROUPS SUCH AS NATIVES, WOMEN AND THE DISABLED; THE INTRODUCTION OF QUOTAS AND CAPS; CHANGES IN ADMISSIONS CRITERIA, AND THE IMPACT OF FINANCIAL AID PROGRAMS ON TRANSFERS.

SECTION 4 INSTITUTIONAL GOVERNANCE

RECOMMENDATION:

- 1. THAT 50% PLUS ONE OF A COLLEGE/INSTITUTE BOARD'S VOTING MEMBERS SHOULD BE ELECTED BY THE MUNICIPAL VOTERS IN THE SCHOOL DISTRICTS WITHIN A COLLEGE'S REGION AT THE SAME TIME AS THE ELECTION OF SCHOOL BOARDS AND/OR MUNICIPAL COUNCILS.**
- 2. THAT THE REMAINDER OF THE BOARD'S VOTING MEMBERS SHOULD BE SELECTED FROM NAMES FORWARDED FROM REPRESENTATIVE GROUPS WITHIN THE SYSTEM AND APPOINTED, USING A CLEAR AND PUBLIC PROCESS, BY THE LIEUTENANT GOVERNOR IN COUNCIL.**
- 3. THAT STUDENTS, STAFF AND FACULTY SHOULD EACH HAVE THE RIGHT TO ELECT ONE MEMBER TO THE COLLEGE/INSTITUTE BOARD WITH FULL VOICE AND FULL PARTICIPATION RIGHTS IN ALL BOARD DECISIONS, SUBJECT TO NORMAL CONFLICT-OF-INTEREST GUIDELINES APPLICABLE TO ALL BOARD MEMBERS.**
- 4. THAT PROVISION BE MADE FOR AN EDUCATION COUNCIL (ACADEMIC COUNCIL/SENATE) FOR EACH COLLEGE AND INSTITUTE, NOT UNLIKE THAT WHICH EXISTS IN THE UNIVERSITIES.**

SECTION 5

ACCESS: LITERACY, ADULT BASIC EDUCATION AND ENGLISH AS A SECOND LANGUAGE

C-IEA RECOMMENDS THAT THE COLLEGE SYSTEM REMAIN THE PRIMARY VEHICLE FOR THE DELIVERY OF PROGRAMS IN THE AREAS OF LITERACY, ADULT BASIC EDUCATION AND ENGLISH AS A SECOND LANGUAGE.

5.1 Literacy and Adult Basic Education

C-IEA RECOMMENDS THAT STABLE AND ADEQUATE FUNDING BE PROVIDED TO COLLEGES TO SUPPORT QUALITY LITERACY PROGRAMMING. WE ARE IN FULL SUPPORT OF THE RECOMMENDATION OF THE LITERACY ADVISORY COMMITTEE'S RECOMMENDATION THAT THE FUNDING FORMULA FOR FUNDAMENTAL ADULT BASIC EDUCATION LEVEL PROGRAMS BE FURTHER ADJUSTED IN ORDER TO FURTHER REDUCE INSTRUCTOR/STUDENT RATIOS.

C-IEA RECOMMENDS THAT THE MINISTRY OF ADVANCED EDUCATION, TRAINING AND TECHNOLOGY IMMEDIATELY IMPLEMENT THOSE RECOMMENDATIONS OF THE LITERACY ADVISORY COMMITTEE WHICH CALL FOR ENHANCED AND STABLE RESOURCES TO BE ALLOCATED TO THE COLLEGE AND INSTITUTE SYSTEM FOR INCREASED SUPPORT SERVICES FOR ADULT LITERACY AND BASIC EDUCATION LEARNERS.

C-IEA RECOMMENDS THAT A POLICY OF 'COST FREE' LITERACY EDUCATION BE ADOPTED BY THE PROVINCIAL GOVERNMENT AND THAT SUCH A POLICY BE FUNDED AT A LEVEL ADEQUATE TO MEET THE DEMAND. SUCH A POLICY COULD BE IMPLEMENTED THROUGH SUCH THINGS AS A COMBINATION OF GRANTS AND TUITION-FREE PROGRAMS.

C-IEA RECOMMENDS THAT ALL ADULT BASIC EDUCATION STUDENTS BE GIVEN ACCESS TO BOTH THE CANADA STUDENT LOAN PROGRAM AND THE B.C. STUDENT ASSISTANCE PROGRAM.

C-IEA RECOMMENDS THAT THE MINISTER OF ADVANCED EDUCATION, TRAINING AND TECHNOLOGY APPROACH THE MINISTER OF EMPLOYMENT AND IMMIGRATION CANADA TO INITIATE CHANGES IN POLICY SO THAT UNDEREDUCATED ADULTS ARE ENCOURAGED TO BE LEARNERS WITHOUT LOSS OR REDUCTION OF UNEMPLOYMENT INSURANCE PAYMENTS.

5.2 English as a Second Language

C-IEA RECOMMENDS THAT THE PROVINCIAL GOVERNMENT LOBBY THE FEDERAL GOVERNMENT TO REINSTATE THE CITIZENSHIP, INSTRUCTION AND LANGUAGE TRAINING (CILT) AGREEMENTS.

C-IEA FURTHER RECOMMENDS THAT A PROVINCIAL ADULT ENGLISH AS A SECOND LANGUAGE ADVISORY COMMITTEE BE ESTABLISHED.

C-IEA RECOMMENDS THAT STABLE AND ADEQUATE FUNDING BE PROVIDED TO COLLEGES AND INSTITUTES TO SUPPORT QUALITY E.S.L. INSTRUCTION AS AN INTEGRAL PART OF THEIR OFFERINGS; FURTHERMORE, ENHANCED AND STABLE RESOURCES MUST BE ALLOCATED TO THE COLLEGE AND INSTITUTE SYSTEM FOR INCREASED SUPPORT SERVICES FOR ADULT E.S.L. LEARNERS.

SECTION 6. ACCESS: ADMISSIONS, TRANSFER AND ARTICULATION

C-IEA RECOMMENDS THAT C-IEA AS WELL AS ORGANIZATIONS REPRESENTING OTHER CONCERNED CONSTITUENCIES BE GIVEN CONTINUING POSITIONS ON THE B.C. COUNCIL ON ADMISSIONS AND TRANSFER.

SECTION 7 THE ACHIEVEMENT OF EQUALITY IN THE LEARNING COMMUNITY

7.1 STATUS OF WOMEN

7.1.1 Gender and Salary Equality

C-IEA RECOMMENDS THAT THE PROVINCIAL GOVERNMENT IMMEDIATELY ENACT AN AFFIRMATIVE ACTION PROGRAM AIMED AT ACHIEVING GENDER EQUALITY IN STATUS, SALARY, HIRING AND ASSIGNMENT AND PROVIDE ADEQUATE FUNDS FOR SUCH A PROGRAM.

C-IEA RECOMMENDS THAT COLLEGES AND INSTITUTES ADOPT POLICIES OF AFFIRMATIVE ACTION TO ACHIEVE GENDER EQUALITY IN STATUS, SALARY, HIRING AND ASSIGNMENT FOR FACULTY AND ADMINISTRATION EMPLOYEE CONSTITUENCIES.

C-IEA RECOMMENDS THAT ADEQUATE FUNDING BE PROVIDED TO COLLEGES AND INSTITUTES TO ALLOW FOR PROPORTIONAL FACULTY APPOINTMENTS WHICH WOULD ENABLE PART-TIME EMPLOYEES TO RECEIVE A PRO-RATA SALARY AND FULL ENTITLEMENT TO INCREMENT PROGRESSION, SENIORITY ACCRUAL AND PENSION COVERAGE.

C-IEA RECOMMENDS THAT THE MINISTRY OF ADVANCED EDUCATION ESTABLISH A GENDER-BASED DATA BASE OF ALL COLLEGES AND INSTITUTES WHICH IS UPDATED ANNUALLY AND INCLUDES DATA BY GENDER ON FACULTY ACCORDING TO QUALIFICATIONS, SALARY, POSITION STATUS AND NEW APPOINTMENTS.

7.1.2 Childcare

C-IEA RECOMMENDS THAT THE MINISTRY OF ADVANCED EDUCATION, IN CONJUNCTION WITH OTHER MINISTRIES RESPONSIBLE, DEVELOP A CHILDCARE PROGRAM FOR THE COLLEGE AND INSTITUTE SYSTEM. THIS PROCESS SHALL BE A PUBLIC ONE, SOLICITING INPUT FROM ALL CONSTITUENCIES WITHIN THE SYSTEM.

C-IEA RECOMMENDS THAT THE MINISTRY BE RESPONSIBLE FOR EDUCATING THE PUBLIC AS TO THE NECESSITY FOR CHILDCARE IN THE EDUCATIONAL SYSTEM AND FOR EDUCATING EMPLOYERS AND EMPLOYEES IN THE COMMUNITY AS TO THE NECESSITY OF CHILDCARE AS A BENEFIT OF EMPLOYMENT.

Since the Ministry is a provider of educational services, and must meet the educational needs of all sectors of the community,

C-IEA RECOMMENDS THAT THE MINISTRY DEVELOP AND PROVIDE ON-SITE CHILDCARE SERVICES FOR PARENT-STUDENTS.

Since colleges and institutes are employers, -----

C-IEA RECOMMENDS THAT CHILDCARE BE TREATED AS A BENEFIT OF EMPLOYMENT FOR FACULTY OR STAFF.

C-IEA RECOMMENDS THAT THE MINISTRY DEVELOP A SYSTEM WHICH ALLOWS FOR 'PARENT-LEAVE' AND LEAVE FOR MEETING OTHER CARE GIVING RESPONSIBILITIES WITHOUT PENALIZING THE FACULTY MEMBER CONCERNED.

C-IEA RECOMMENDS THAT THE MINISTRY OF ADVANCED EDUCATION FUND THE EXPANSION AND DEVELOPMENT OF CHILDCARE INFRASTRUCTURES INCLUDING THE EDUCATION OF PERSONNEL TO WORK WITHIN A QUALITY CHILDCARE SYSTEM.

C-IEA RECOMMENDS THAT THE B.C. GOVERNMENT TAKE A LEADING ROLE WITHIN CANADA IN RECOGNIZING THE VALUE OF QUALITY CHILDCARE PROVIDERS AND PROVIDE MORE APPROPRIATE FINANCIAL AND OTHER RECOMPENSE FOR CHILDCARE PERSONNEL.

7.1.3 Women as Part Time Students: Financial Aid

C-IEA RECOMMENDS THAT PART-TIME STUDENTS BE GIVEN ACCESS TO THE SAME LEVELS AND TYPE OF STUDENT ASSISTANCE FUNDING AND THE SAME REPAYMENT ARRANGEMENTS AS THOSE GIVEN TO FULL-TIME STUDENTS.

FSA Executive 1990/91

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Second Faculty Vice-President	Tom Davis	4289
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Grievance Chair (Staff)	Bev Brown	4243
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Job Classification Audit Chair	Dorine Garibay	4238
Professional Development Chair	Virginia Cooke	4293
Contract Chair	Ian McAskill	4299
Agreements Chair	Betty Harris	4510
Occupational Health & Safety	Leslie Wood	4223

Executive Meeting Schedule

Abbotsford, Room A306, 1:00 p.m. (Week 4)

February	20
March	20
April	17
May	20
June	12